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HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

THE EFFECTIVENESS OF ATTRIBUTION RETRAINING ON LANGUAGE
LEARNERS' ATTRIBUTIONS, FUTURE SELF-GUIDES AND MOTIVATED
BEHAVIOUR, EFFORT

BAŞARI YÜKLEMESİ EĞİTİMİNİN DİL ÖĞRENERLERİN YÜKLEME ALGILARI,
GELECEK BENLİKLERİ VE MOTİVE ÇABA VE DAVRANIŞLARI ÜZERİNE
ETKİSİ

Sibel ÇAĞATAY

Ph.D. Dissertation

Ankara, 2018

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis entitled "The Effectiveness of Attribution Retraining on Language Learners' Attributions, Future Self -Guides and Motivated Behaviour, Effort" has been approved as a thesis for the Degree of **Ph.D. in the Program of English Language Teaching** by the members of the Examining Committee.

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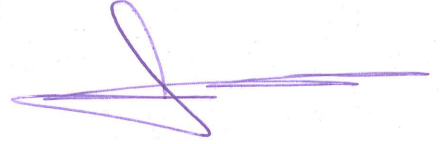
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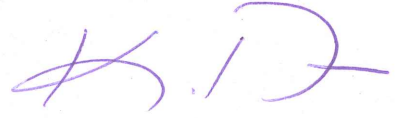
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Canım eřim Oktay'a
ve
Meleęim Ömer Kaan'a,

Abstract

This dissertation investigates causal attributions of language learners at a university in Turkey for their exam performances. The study has two main phases. The first one includes to what learners attribute their success or failure and the relationship between the perceived success, ideal L2 selves and ought-to selves and the second step scrutinizes the effect of Attribution Retraining (AR) on the promotion of adaptive attributions and dimensions, future self guides and motivated behavior. Additionally, the research includes a process of attribution scale development (LACAS) validated and implemented in detail. The study employed an embedded mixed method design in which the AR effect on all variables was explored through different scales. Also, open-ended questions before and after the treatment, reflection papers, and interviews were administered to the participants in the experimental group. The findings showed that *Health* and *Teacher* are the main causal attributions for the language learners. Higher *ideal L2 self* seems to make a difference between the causal attributions of the learners. Also, *Task Difficulty* is the main predictor of the previous exam scores and *Effort* ranks the top predictor for the future exam scores. AR seems to have improved *Locus of Control*, *Personal Control* and a decrease in *Stability* dimensions. It also bolstered adaptive attributions of *Effort* and *Strategy* and higher *ideal L2 selves* of the learners. The study suggests that practitioners and program developers need to embed AR programs into their syllabi to foster learners' clearer vision and to have them study harder for future performance.

Keywords: foreign language education, attribution retraining, attribution training, achievement attribution scale, causal attribution theory, attribution theory, foreign language motivation, ideal L2 self, ought-to self, motivated behavior, vision training

Öz

Bu doktora tezi Türkiye'deki bir devlet üniversitesindeki İngilizce'yi yabancı dil olarak öğrenen öğrencilerin sınav performanslarını hangi faktörlere yüklediklerini araştırmaktadır. Çalışmanın iki ayağı mevcuttur. Birinci kısım öğrenenlerin kendi başarılarını nasıl algıladıkları, ideal hedef dil benliği, zaruri dil benliği ve motive davranış ve çaba arasındaki ilişkiyi içerir. Çalışma ayrıca hangi başarı yüklemelerinin öğrencilerin geçmiş ve gelecek başarılarını yordadığını ele almıştır. Çalışmanın ikinci ayağı deneysel çalışmadan oluşmaktadır. Bu kısmın amacı verilen yükleme eğitiminin istenen yüklemelere, daha net ideal hedef dil benliklerine ve motive davranış ve çabanın gelişimine etki edip etmediğini araştırmaktır. Bu çalışma Language Achievement Causal Attribution Scale (LACAS) adında yapı ve dış geçerliliği sağlanmış bir ölçek geliştirme sürecini de detaylı bir şekilde içermektedir. Araştırma daha önce geliştirilen ölçekler ve LACAS yardımıyla öğrencilerin yükleme eğilimlerini ve bunların diğer değişkenlerle ilişkisini araştırarak içe yerleşik karma araştırma desenini uygulamıştır. Ayrıca, deneysel çalışmadan önce ve sonra verilen açık uçlu sorular, yansıtma raporları, ve mülakatlar kullanılmıştır. Bulgular katılımcıların en çok sağlık ve öğretmen yüklemelerine atıfta bulunduğunu, hedef dil benliğinin yüksek olması yapılan yüklemelerde de fark yarattığını, sınav zorluğunun geçmiş sınav başarı yüklemelerinde, verilen çabanın ise gelecek sınav başarılarında en iyi yordayıcı olduğunu göstermiştir. Verilen eğitim öğrencilerin yükleme boyutları ölçeğinde kişisel kontrollerinin artmasına ve başarı sebeplerinin değişebilir olabileceğine inanmalarına yardımcı olmuştur. Bu eğitim çaba ve strateji kullanımı gibi istenen yüklemelerin artmasına ve ayrıca ideal hedef dil benliğinin gelişimine katkıda bulunmuştur. Bu araştırma öğrencilerin gelecek benliklerinin gelişimi için ve kendi gelecek performanslarını düşünerek daha çok çalışmalarını sağlamak için öğretmenlerin ve program geliştiricilerin yükleme eğitimlerini ders izlencelerine koymaları gerektiğini önermektedir.

Anahtar sözcükler: yabancı dil eğitimi, yükleme eğitimi, başarı yükleme ölçeği, nedensel yükleme kuramı, yükleme teorisi, yabancı dil motivasyonu, ideal hedef dil benliği, zaruri dil benliği, motive davranış, vizyon eğitimi

Acknowledgements

Writing a PhD dissertation was one of the most challenging process I have gone through, but I feel so lucky to have very supportive people around me to complete this journey.

First and foremost, I would like to express my heartfelt gratitude for my thesis advisor, Prof. Dr. İsmail Hakkı ERTEN for his never-ending support, encouragement and his friendly attitude throughout this demanding study. He is a great role model as a very successful, qualified, knowledgeable, ethically-minded, constructive, positive and a friendly supervisor, and an academic. Despite the hardships on this road, he never gave up believing in me and my study. We both have gone for *The Road Not Taken* in this study, hoping to contribute to the field. If Dr. Erten had not been there, I would have felt so overwhelmed throughout tough times, but thanks to his invaluable support that he provided- whenever and wherever I asked for- I, now, feel so strong as a researcher in the field. I hope to make more contributions to the ELT together as I have learnt and will learn a lot from him, not only in academic terms but also in my vision about life and our profession. I feel so lucky and honored to have met and worked with you, hocam!

I would also like to thank to Assoc. Prof. Dr. Nuray Alagözlü and Prof. Dr. Paşa Tevfik Cephe for their detailed, informative and comprehensive feedback during the regular thesis meetings each six month. Also, I would like to express my appreciation to Assoc. Prof. Dr. Deniz Ortaçtepe for reviewing the dissertation proposal and for her constructive feedback during the first three thesis meetings. I extend my gratitude to my committee members Faculty Member, PhD, İsmail Fırat Altay and Faculty Member, PhD, Kenan Dikilitaş for being in the committee and providing valuable feedback in the defense.

I am also grateful to my friend, Dr. Saliha Toscu, who has also become a doctor in the field, for her constant support and for sharing all the pain and gain in the last six years, including the MA at Bilkent University. Thank you for being a real friend. I hope this will be the beginning of our real friendship and a colleague during the long academic journey. We set off this travel at Bilkent University six years ago and hope to go all the way through being a professor one day.

I am grateful to many people I met in the process of my Ph.D. studies including but not limited to Instr. Fatma Ünveren-Gürocak, Dr. Derya Duran, Res. Asst. Fatma Büşra Yıldırım, Dr. Sevim Güneş, Dr. Pelin İrgin, and Dr. Cennet Altınır. I will remember all the things we have shared, all the stress, happiness and the enjoyable moments for long years in the future. I hope we, all, will be succesful in our profession and in all the new projects we will be in. I owe a lot to my professors whom I have taken classes from during the PhD classes at Hacettepe University, Foreign Language Education Department as you, all, contributed to me a lot.

I would also like to thank the Director of School of Foreign Languages, Özlem Atalay and Chairperson, Aliye Hale Bingöl, Assistant Chair Person, Tuğçe Bölükbaşı and Assistant Chair Person, Birşen Göçmen at METU for providing opportunities in arranging my teaching schedule and collecting the data from our students at METU. I am also so grateful to all the colleagues and the participant students, who cooperated with me during the data collection processes.

I also thank my colleague and a real friend Sevinç Bıçak, who also has a very comprehensive Master's thesis on Attribution Theory. She has contributed to this study with her invaluable support and deep knowledge and also insight into the theory. Her friendship and her constant support during this PhD process meant a lot and I owe so much to you, dear. Also many thanks to my dear friend, Faculty Member, PhD. Seven Erdoğan for listening to me at desperate times and giving encouragement and belief in me. You have been by my side at critical times in my life and hope to be with me for long years. I am so lucky to have such a friend and a colleague as Ayşe Esra İyidoğan because of the devotion of her valuable time and energy when I desperately needed a substitute instructor for my students to be able to take PhD classes on time.

I am deeply grateful to my parents, Vahittin and Sebahat Özdemir for the never-ending support, unconditioned love and motivation they gave in my life. I feel so indebted as you have supported me in all my decisions and you have really believed in me. This title could have been impossible if you haven't travelled all the way to Ankara to take care of my son. You have shared all the sleepless nights with me to provide the greatest care for us. I am so lucky to be your kid.

Last but not the least; I would like to express my heartfelt appreciation to my dear husband, Oktay aęatay and to my lovely son, mer Kaan aęatay. You have experienced and felt all the difficulties I have gone through over the last five years. Without my husband’s love, support and patience, it could have been impossible to get this title and raise our child properly at the same time. I am so grateful to both of you since you have endured a great deal. Hope to see and share all the happy returns and the gaining of this tough process together in the following years. İyi ki varsınız!



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Symbols and Abbreviations

L2: Second/Foreign language

ELT: English Language Teaching

EFL: English as a Foreign Language

LACAS: Language Achievement Causal Attribution Scale (LACAS)

CDS II: Causal Dimension Scale II(updated version)

LAAS: Language Achievement Attribution Scale

AR: Attribution Retraining

WTC: Willingness to Communicate

SFL: School of Foreign Languages

METU: Middle East Technical University

ODTU: Orta Doğu Teknik Üniversitesi

SMART Goals: Specific, Measurable, Achievable, Realistic and Time- Restrained Goals.

LOC: Locus of Control

AMOS: Analysis of Moment Structures

EFA: Explanatory Factor Analysis

CFA: Confirmatory Factor Analysis

GFI: Goodness of Fit Index

CFI: Comparative Fit Index

RMSEA: Root Mean Square error of Approximation

PCA: Principal Component Analysis

Chapter 1

Introduction

Learning a language, more frequently English, as it is used as a lingua franca, attracts the attention of a great number of learners in different countries. However, this learning process may not become as successful as planned beforehand. A variety of individual factors including but not limited to motivational orientations and belief systems play a crucial role in the effectiveness of this process.

Belief system is a broad term paving the way for people's prospective actions (Williams, Mercer, & Ryan, 2015). After 2000s, belief system was regarded as a key factor affecting student's learning process, motivation as well as their academic performance (Kalaja, Barcelos, & Aro, 2018; Williams et al., 2015). As some of the prominent researchers (Mercer, 2011; Oxford, 2017, Williams et al., 2015) focusing mainly on language learners' beliefs on themselves or selves maintain that belief system is such a dynamic as well as complex system that it is difficult to draw lines on. As such, the construct of motivation is such intricate an issue that researchers perceive it in different ways and refrain from any attempts to tell the whole story (Dörnyei & Ushioda, 2011). According to Dörnyei and Ushioda (2011), the difficulty in defining the term in the mind of many scholars is similar to the famous Indian fable "the blind men encountering an elephant, each touching a different part of the animal (tusk, tail, ear, trunk, belly) and ending up with a very different mental representation of the animal (p.4.). Similarly, when it comes to conceptualizing motivation and its possible effects on human behavior, researchers are quite selective in their focus points since the term poses great challenge to visualize the whole picture (Dörnyei & Ushioda, 2011).

Although there exist certain differences in conceptualizing belief systems and motivation, some common attributes are listed as "the choice of a particular action, the persistence and perseverance with it, the effort learners put into it" (Dörnyei & Ushioda, 2011, p.4; Oxford, 2017; Williams et al., 2015; Williams & Burden, 1997). To put it another way, motivation and belief systems could explain the underlying reason why people make up their mind to do something, how long they feel willing to sustain the task or the process, and to what extent they are

going to pursue it (Williams & Burden, 1997). It is also important to note that students' willingness to study a language or beliefs about language learning or their own process may not be a sole indicator of motivation or their selves, but how or to what degree s/he expends the effort into the process seems to be as important as initiating the action (Dörnyei, 1998; Williams & Burden, 1997). This shows that motivated behaviour comes as an important construct to trace changes in beliefs into motivational acts in language learning from a process-oriented perspective (Dörnyei, 2005).

Although many theories have been proposed on belief systems and motivation, Attribution Theory (Heider, 1958; Weiner, 1972a; 1986; 2014; 2018) achieved its outstanding status in foreign language learning milieu by the close examination of causal beliefs. Weiner (1972b; 1985) defines academic self-attributions as the perceived causes of success or failure based on their individual experiences. In an attempt to identify the causality for the achievement, the theory offers a set of advantages to educationalists. First, it helps to dig out what the hidden perceived reasons for the performance of the learners are. Gaining insight into why one has succeeded and failed could help teachers as well as students to gear towards their language learning goals in the future (Gümüş, 2014; Weiner, 1992). Another advantage to throwing light onto the attributions of the language learners might be to contribute to the students' academic successes. As some of the learners linger past experiences, they might lack clear future selves meaning that learners' visualizing himself/herself as a language learner now and in the future could put some motivational setbacks for them to move forward and to achieve in the long run (Dörnyei, 2005; Oxford, 2017). At this point, it would be better to introduce another influential theory on motivational changes or learners' beliefs, which is called "L2 motivational self-system" developed by Dörnyei (2005, p.100). Different from attributions dwelling more on past experiences, this theoretical framework pivots around the language learners' beliefs and visualization of himself/herself in the future in relation to his/her language learning process. It subsumes three components namely ideal L2 self, ought-to self and language learning experience. Dörnyei and Ushioda (2011) elucidate the term, the *ideal L2 self*, by stating "as it concerns the attributes that one would ideally like to possess (i.e. representation of hopes, aspirations, or wishes)"(p.82). They explain

the ought-to self by “the representation of attributes that one believes one ought to possess (i.e. representation of someone else’s sense of duties, obligations or moral responsibilities)” (Dörnyei & Ushioda, 2011, p.82). To minimize the ought-to selves of the learners and to foster their ideal selves more, some researchers (Chan, 2014; Magid, 2011) underscore the effectiveness of vision training sessions on promoting ideal L2 self.

Similar to the beliefs on the past experiences and visualization of the future selves of the learners, to what extent they take actions in reality at present also play a central role in the achievement of the language learning process (Al-Shehri, 2009; Dörnyei, 2005; Ushioda & Dörnyei, 2009). To convert unhealthy or false beliefs on attributions into the beliefs that could drive learners to make more effort could be achieved through Attribution Retraining (Haynes, Perry, Stupnisky, & Daniels, 2009). Given the importance of causal *attributions* focusing on the past beliefs, future self guides (*ideal L2 self and ought-to self*) aiming at the beliefs about the future and *motivated behavior and effort* concerning the current actions, attribution retraining embedded with vision training will be the central points of the present study in order to bolster learners’ motivation and beliefs.

Statement of the Problem

Despite a considerable increase in the variety of language learning methods, materials and curricula all around the world, many people still fail and the most frequently asked question in the field of language teaching is the reason why people display such a poor performance (Höl, 2016; Weiner, 1979; Williams & Burden, 1997). A number of individual differences including learners’ motivational level and what they perceive or believe as important in their performance, i.e. attributions, play a vital role in whether they feel motivated towards the learning process in the long run (Erten & Burden, 2014; Lim, 2007; Weiner, 1979; 2000; Williams et al., 2015). As in other individual factors, attributions have been found to be one of the most influential drives to contribute to language achievement; therefore, it has taken great attention on the part of the scholars in educational psychology and there exists an increasing interest, though very limited, in attributional causes and attribution retraining in language learning field (Erten & Burden, 2014; 2015a; Hsieh, 2004; Peacock, 2009; Williams & Burden, 1997;

Williams et al., 2015). To illustrate, some empirical studies displayed why some people fail or become successful in their own perception (Dong, Stupnisky, & Berry, 2013; Koçyiğit, 2011; Saticılar, 2006; Taşkiran, 2010; Zohri, 2011) and some others focused on why some learners are more resistant to change their motivation and why they attribute to their failure to external reasons and success to internal causes (Gobel & Mori, 2007; Höl, 2016; Koçyiğit, 2011; Mori, Thang, Nor, Suppiah, & Oon, 2011; Hashemi & Zabihi, 2011; Özkardeş, 2011; Şahinkarakaş, 2011; Taşkiran, 2010), i.e. why they have self-serving bias (Gobel & Mori, 2007; Williams et al., 2015, p.73), and the relationship between attributions and some individual variables such as gender (Erten & Burden, 2014; Höl, 2016; Hsieh & Kang, 2010; Paker & Özkardeş- Döğüş, 2017; Semiz, 2011; Yavuz & Höl, 2016), social status (Höl, 2016), and also whether attributional style is related to their achievement (Bain, McCallum, Bell, Cochran, & Sawyer, 2010; Duran, 2012; Erten & Burden, 2014; Höl, 2016; Hsieh & Kang, 2010, Mori, et al. , 2011; Yılmaz & Kahyalar, 2017; Zohri, 2011). Some of them purported to enlighten which causal attributions could account for the previous performances of the learners (Erten & Burden, 2014; Hsieh & Schallert, 2008; Hsieh & Kang, 2010). However, very few studies (Hashemi & Sabihi, 2011) revealed whether causal attributions could predict future achievements in language learning contexts. This calls for the need for further and detailed exploration of this issue in the domain of language learning and teaching since Weiner (1972b; 1985; 2000) theoretically puts forward that causal attributions are indicators of future performances of the learners.

Over the past decade, there has been an increasing interest in another important theory on learners' belief systems and their motivation namely L2 Motivational Self System (Dörnyei, 2005). Although there has been a momentum in exploring learners' future self-guides over the last decade (Csizer & Dörnyei, 2005; Demir, 2016; Dörnyei & Chan, 2013; Munezane, 2015; Öz, 2015; Teimouri, 2017) and how to orient learners to reflect upon their ideal and ought- to selves through vision training (Chan, 2014; Magid, 2013; Magid, 2011; Munezane, 2015; Sampson, 2014), there exists a need to shed more light onto the potential relationship between attributional causes based on past experiences and future self-guides of the learners. Also, it is important to gain insights into whether vision training could direct students towards displaying more goal-oriented and more

adaptive behavior while changing students' attributions and achievement, which could eventually have a role in their gaining the most benefit of this training both socially and academically.

In addition to the possible relationship between attributions and other individual variables, the ways to turn unfavorable (maladaptive) attributions to more favourable (adaptive) ones have not been covered much in language learning platforms (Erten, 2015a; Williams & Burden, 1997). In order to rehabilitate the maladaptive attributions, attribution retraining sessions could help learners to have more control, agency and the autonomy over their own learning process (Chodkiewicz & Boyle, 2014; Haynes et al., 2009; Peacock, 2009) and could take a goal-oriented action. To the researcher's knowledge, very few studies have been conducted to present the effectiveness of attribution retraining (Höl, 2016; Semiz, 2011), none of them has included future self-guides of the learners, which is assumed to be influential on attributional causes of their past performances. While Semiz (2011) attempted to verify whether the attribution retraining protocol developed by Haynes et al. (2009) was useful for the potential change in attributional styles, their achievement, language learning beliefs and self-efficacy of the learners, Höl (2016) aimed to find out whether attribution retraining model he developed was effective in promoting adaptive attributions or enhancing achievement in the future. His retraining program differs from Haynes et al. (2009) in the sense that he added some strategy training sessions and goal orientation sessions. Given the scarcity of empirical proof of attribution retraining protocols in language learning contexts, there remains a need to unveil whether new attribution retraining models including sessions on goal orientations as well as vision training create more positive attributional beliefs and clearer future self-guides. In this vein, empirical studies could bridge the gap between the early proposed theory-based protocols and the practice.

Aim and Significance of the Study

Considering the need to unearth the possible linkage between attributions and some other individual variables, the present study aims to investigate whether there is any statistically important relationship between attributions manifested for the latest exam and participants' future self-guides, namely ideal and ought- to

selves. Another concern for this study is that the potential relationship between attributions and motivated behaviour and effort. It also attempts to elucidate the effect, if any, of attribution retraining, developed by the researcher dwelling upon the models in the literature (Chan, 2014; Haynes et al., 2009; Höl, 2016; Magid, 2011; Munezane, 2015; Sampson, 2014) on learners' attributional causes and dimensions, future self guides (ideal & ought to), and motivated behaviour and effort of foreign language learners.

Although there has been an increase in revealing English as a Foreign Language (EFL) students' achievement attributions over the last decade, the literature has offered inadequate findings about the relationship between attributional beliefs and other motivational orientations such as future self-guides and motivated behaviour and effort. Furthermore, there seems to be a need for a more insightful examination of the full experience of implementation of attribution retraining programs in language learning contexts. In an attempt to extend the previous research conducted on achievement attributions and attribution retraining, the motive of the present study is to explore and present not only Turkish preparatory students' attributional styles but also the relationship between attributional causes, attributional dimensions, ideal L2 self and ought- to L2 self (Dörnyei, 2005) and also motivated behaviour and effort. Such an act of scrutinizing could add a new dimension to the literature by revealing the relationship between current motivational level of the learners in accordance with learners' beliefs about past experiences and their vision for future selves. This study also puts forwards a new attribution retraining protocol including goal orientation and vision training, which makes it a first attempt to enhance learners' motivation considering the process of motivational currents. That is, the proposed intervention model addresses learners with maladaptive attributional style or the ones experiencing learned helplessness (Seligman, 1975) by putting an emphasis on both past experiences, on future self guides and also on the effort they need to expend. Considering the scarcity of the empirical attribution retraining studies and the novelties in the present study, it will be the first in the field to explore the impact, if any, of the attribution retraining model on achievement, future self guides (ideal and ought- to selves) and motivated behaviour and effort.

In Turkey, although students start to learn English at the age of 8, they still have major problems with foreign language classes even at university level (Bayyurt, 2012). The study is supposed to offer administrators and instructors with a new model to integrate into their curricula or school programs by solving motivational problems of the students and guiding them to focus more on the use of internal and controllable factors such as effort and strategy. It also aims at helping students to visualize their goals and aspirations while learning English rather than resorting to such uncontrollable attributions as lack of ability or intelligence. Therefore, enlightening the potential effectiveness of the attribution retraining model could help to gain a deeper insight into whether a theory-based treatment could change their beliefs and motivational level of the students in a practical implementation.

Research Questions

The addressed overarching research questions in the present study are:

1. To what factors do the Turkish EFL learners attribute their exam performance in English language learning?
2. Does students' perceived level of success influence the attributions they make for their latest exam scores?
3. Do students with a high level of future self-guide (ideal L2 self and ought-to-self) differ on their causal attributions for the latest exam scores?
4. a. What is the relationship between attributions, ideal L2 self, ought-to and motivated behaviour and effort?
b. Is it possible to predict students' previous and future achievement by means of their attributions, ideal L2 self, ought-to L2 self and motivated behavior and effort? If so, what are the best predictors?
5. What is the effect of an attribution retraining (AR) program on EFL learners' causal attributions?
6. What is the effect of an attribution retraining (AR) program on EFL learners'
 - a. ideal L2 selves?

- b. ought- to selves?
- c. motivated behaviour and effort?

Assumptions

Taking all the procedure that has been gone through into consideration, there are some assumptions for the present study. To begin with, it is assumed that since the participants are all given information about the study, aim and the process of it, they took part in the study based on their own decision and willingness, and it is also supposed that the items in the scales, open-ended questions and reflection papers are answered honestly and in a sincere way.

It is also estimated and proved that the data collection instruments in this study are valid as well as reliable since they were checked by experts in a systematic way and also some statistical tests were performed to confirm this. The details for both quantitative and qualitative reliability and validity issues are presented in the methodology chapter.

The variety of the scales and the qualitative data both in the whole group and the experimental design are expected to be enlightening to project the learners' causal attributions, dimensions, future selves and motivated behavior.

Lastly, the attribution retraining program developed by the researcher is assumed to be suitable for the achievement of the purpose in this study, and time allocated and the design is sufficient and appropriate.

Limitations

As most of the studies have, the present study lacks some points that were not anticipated beforehand. However, these could be a guide for the researchers who will focus on similar points with this study in the future. The major limitation of this study is the lack of longitudinal study to track belief systems and motivational orientations of the students. To sort this problem out, the researcher officially asked for the documents of the students' future exam scores in the second semester and asked the participants to join further studies; however, both parties did not accept to do so as the school program was too hectic and they were

unwilling to spare extra time for the research activities. By means of triangulation of the data, the researcher tried to reflect learners' beliefs in a deeper way.

Another limitation of the study is that the proposed AR model was implemented being isolated from the curriculum or the syllabus of the school. If it had been possible to integrate it with the program in action, it could have yielded more promising results.

Still another limitation is that the findings of the study are mainly concerned with METU students or EFL learners in Turkish context, as it was difficult to collect data from students at different institutions.

Yet another limitation is that the developed scale LACAS lack some attributional constructs such as interest, strategy, or adaptation to school as the factor analyses led the researcher to eliminate the items related to these attributions. To solve this problem, qualitative data was used in a process-oriented way, before the intervention, during the treatment and also after the AR sessions. Last but not least, if the data had been collected from such other contexts as primary or secondary education level or from private universities, different results and implications could emerge based on the effectiveness of the proposed AR model.

Definitions

Causal attributions is defined as "Individuals' perception of their own successes or failures and the reasons they provide for those successes and failures" (Williams et al., 2015, p.71).

Causal dimensions were first proposed by Weiner (1985; 2000). He suggested that perceived explanations for why events happen vary in three causal dimensions: stability (unstable/stable), locus of control (internal/external) and controllability (controllable/uncontrollable)

Locus of control was explained by Rotter (1966) as "People vary in the degree to which they perceive the things that are happening to them as being under their own internal control or under the control of outside forces" (Darity, 2008, p. 56).

Stability means whether the attributed factor is fixed or changeable on the part of the learners' perception (Williams et al., 2015).

Controllability "reflects the degree of volitional influence people feel they have over a cause" (Weiner, 1985, p.555).

Ideal self is defined as "Your representation of the attributes that someone (yourself or another) would like you, ideally, to possess" (Higgins, 1987, p.320).

Ideal L2 self means "L2 specific facet of one's ideal self: If the person we would like to become speaks an L2 because of the desire to reduce the discrepancy between our actual and ideal selves." (Dörnyei, 2005, p. 217).

Ought-to self means "Your representation of the attributes that someone (yourself or another) believes you should or ought to possess" (Higgins, 1987, p.321). Ought-to self, in language learning domain, concerns "the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes" (Dörnyei, 2005, p. 217).

Motivated Behaviour and Effort: "Students' efforts and persistence in learning English. Example: I am willing to work hard at learning English." (Csizér, K. & Kormos, 2009, p.103)

Conclusion

The overview of the literature in the introduction part, the research gap, the significance and the aims of the study including research questions, the assumptions and the limitations to the study have been explained in the introduction chapter of the thesis. The following chapter will present the literature review on the relevant terms and the empirical studies conducted up to the present.

Chapter 2

Literature Review

Introduction

Given the importance of motivation, motivational effort, attribution theory, and future self-guides in the first chapter, the following section reviews the literature on belief systems, mindset theory, attribution and attribution theory, attribution research, attribution retraining, L2 motivational self-system and vision training, motivated behaviour and effort. The first section describes the meaning of attribution, the history of it and the background of Weiner's model (1985). The second section details attribution researches carried out in Turkey and other contexts. The third part includes information about attribution retraining and some empirical studies conducted so far. The last sections will cover information about Dörnyei (2005)'s future self-guides, vision training and motivated behaviour and effort (Al-Shehri, 2009) and related studies on these terms.

Belief Systems

Almost all people have their own beliefs and lead their lives accordingly. Some of these beliefs are “deeply held” while others are more “peripheral” (Williams et al., 2015, p. 61). For each side of the coin, people make choices in all contexts, including learning. Therefore, belief system in language education has gained a momentum in the mid-1990s and is still under exploration (Kalaja et al., 2018; Williams et al., 2015). At the beginning of the 2000s, beliefs started to be considered as one of the pivotal element that students contribute to the classroom context (Kalaja et al., 2018).

Belief system is classified into two groups such as explicit beliefs and implicit beliefs (Dweck, 2006; Williams et al., 2015). When individuals are aware of their beliefs and can orally express them, they hold explicit beliefs. On the other hand, if people are not conscious about the belief but that belief system affects his/her potential behavior in the future, they tend to have implicit beliefs. For example, if a person believes that s/he is on a lucky day, s/he presumably would take more risks and more willing to have positive experiences (Williams et al., 2015) without being aware of it. As illustrated in the example, the interplay

between the belief systems and the motivational orientations or actions seems to be inevitable in learning contexts (Horwitz, 1988; 1999), meaning that learners' desire to take action stem mostly from their implicit beliefs. As Horwitz (1988; 1999) and Mercer (2011) put forward, belief systems are also important in education as learners' beliefs shape their interpretation of their own learning experiences, put their actions under control and lead their learning.

In addition to the effect of belief systems on motivation, they were also found to be interrelated with learners' academic achievements (Castro & Andrade-Arechiga, 2017). This link was clearly evidenced in Hsieh (2004); McClure, Meyer, Garisch, Fischer, Weir and Walkey (2011); Perry, Stupnisky, Hall, Chipperfield and Weiner (2010). On a theoretical basis, Oxford (2017) and Horwitz (1999) point out the significance of learner beliefs on their successes in the process.

Belief Systems in Language Learning

In regard to the language learning beliefs specifically, Horwitz (1988) was one of the prominent scholars in the field to explore language learning experiences. Based on his theoretical framework, Horwitz (1987) developed a scale on language learning beliefs called Beliefs about Language Learning Inventory or BALLI, which has been used by many scholars in the field (Horwitz, 1999). His framework incorporates beliefs on language learning difficulty, language learning aptitude and language learning process. As for the difficulty, he maintains that learners might find the target language as generally difficult; relatively difficult or it might take a long time to learn the language. He also stresses that learners might view themselves deprived of language aptitude or they might think that children learn better than the adults. Besides beliefs about aptitudes, Horwitz (1988) also suggests that whether learners believe language learning is a different discipline compared to the other subject matters so their strategies or learning processes might make a difference among the students. For example, learners might hold the idea that in their learning process, they might appreciate the primacy of grammar rather than communication, employing more structuralism or form-based approaches in their strategies of learning the target language.

As in most of the belief systems in real life, beliefs in language learning contexts are also composed of some key elements. Oxford (2017) makes some points of resemblance between a prism and the learning beliefs and puts these components on different facets of this shape, subsuming them into three categories. The first part is the hope that language learners need to have. As hope enables learners to look beyond the present and focus more on the future, they have to be full of hope to be successful in the future. Another key element in Oxford's (2017) framework is they need to have a sense of agency, allowing them to take volitional actions geared towards aimed outputs. Similar to agency, learners also need to take on their own responsibility in an attempt to gain more autonomy. All these three elements pivot around the motivational concepts of goal orientation and willingness to take action.

Language learning beliefs are peripheral, meaning that they are prone to being affected by the contextual as well as cultural factors as indicated by Burns & Garcia (2017), Horwitz (1999), and Williams et al. (2015). Therefore, while examining learners' beliefs in a research area; it would be more appropriate to take cultural values into account. To illustrate, Horwitz (1999) conducted a study where he compared American students with Asian and Turkish learners in terms of their beliefs. While American learners had the tendency to be more motivated in an integrative way, the Asian and Turkish correspondents were motivated instrumentally. Vocabulary learning assumed more primacy on the part of the Asian and Turkish learners, which could probably change the instructional paths in their own learning environment.

Another important point pertaining to belief systems is that they are dynamic and complex systems (Kalaja et al., 2018; Mercer, 2011; Oxford, 2017). As Mercer (2011) and Oxford (2017) explain, complexity theories assert that learning paths vary among learners and also they differ in the same learner at different times. Learning processes do not go in a linear fashion, but they might have back and forth steps and the learners might have their own individualized way of learning and motivation (Dörnyei, Henry, & MacIntyre, 2015) while many more variables could play a role in learners' educational process. In her state-of-the-art article, Oxford (2017) exemplifies complex systems in belief systems. She states that some effective learners might skip to the performance stage of the learning more quickly than the others or they do not necessarily reflect upon their learning after

their completion of performance. On the contrary, they might go through this reflection phase during the performance. Faber (2017) also substantiates this premise by noting that self-beliefs could be “confirmed, refined and modified, or discarded in the course of learning and outcome experiences” (p. 2).

Considering the pedagogical basis, Castro and Andrade-Arechiga (2017) summarized some points on erroneous beliefs that might lead learners to be confronted with certain problems. If learners have false beliefs, they might employ less effective strategies. At this point, teachers could get a deeper understanding of their students’ belief systems as they do for their students’ linguistic background to be able to best serve an effective instruction (Castro & Andrade-Arechiga, 2017).

Mindsets and Attributions as Parts of Belief Systems

In congruent with implicit beliefs, including the attributions, Dweck (2006) coined the terms growth mindset and fixed mindset in belief systems. Mercer and Ryan (2010) define mindsets as “mindsets represent some of the basic assumptions individuals make about various human attributes, such as intelligence or personality” (p.437). People with fixed mindsets believe that they are endowed with the abilities they are born with and they cannot change it. In their opinion, intelligence and ability are static, so these kinds of learners have a disposition to be “nonstrategic, unsuccessful, lacking the appropriate risk-taking, and low in goals, hope, agency, unsuccessful, unmotivated” (p.284). On the other hand, people holding a growth mindset have a tendency to believe that they are able to improve their intelligence and aptitudes as they are malleable, thereby putting more effort into changing their destiny (Dweck, 2006). Such learners also hold the view that strategies are useful to attain their goals, so they are risk takers, and they are more hopeful, autonomous and agentic (Oxford, 2017). As this concept is quite new in the field of language teaching, to the knowledge of the researcher, no studies have been found to explore whether learners’ mindsets could be altered through retraining. However, as the theoretical framework of belief systems and the mindset theory seems to be overlapping (Erten & Burden, 2014), the potential change from fixed mindset to growth mindset incrementally could be possible in

the long run as belief systems are not dichotomous processes, but a continuum (Mercer & Ryan, 2010).

In everyday life, human beings do not just observe the events and the actions but also explore causes or explanations behind their or others' events or actions (Försterling, 2001; Heider, 1958; Weiner, 2000). Thus, an attribution occurs when an individual assigns a cause to his/her or others' events or behaviors in a social interaction (Weiner, 1986; 2014). It is quite projective in gaining deep insight into the causal judgments of the people and how it situationally differs because these personal and subjective perceptions or beliefs might be informative about the underlying reasons for the future actions of people.

In congruent with self-beliefs, attributions, as a part of self-concept have attracted many scholars in the English language learning milieu (Mercer, 2011). Language learners base their present beliefs on the past by lingering over their previous experiences (Oxford, 2017). Besides attributions, mindsets also are in play when considering the central impact of belief systems into the learners' motivation, achievement or the future attitudes. In the following sections, attributions and motivational self-system as a part of belief system will be explained in detail.

Attribution Theory

As a part of the belief system, people have a disposition to look for underlying causal factors of their own experiences. This search has been studied by many researchers who developed the attribution theory. The current psychological theories of causality trace back to the first version of attribution theory by Fritz Heider (1958). Heider's (1958) attribution theory is based on the idea that one's perceived cause for an experience is a better predictor of the way a person will behave in the future when this subjective belief is compared to the real as well as objective reality. Heider's (1958) initial theory was then developed by Kelley (1972), Jones, Kanouse, Kelley, Nisbett, Valins, and Weiner (1972) and also Weiner (1972b; 1985; 2010). In the field of social psychology, attribution theory gained a momentum as an important theoretical framework, especially during the 1970s and 1980s, however, it wasn't until the last decades that it has received considerable attention of the scholars in foreign language education over

the last decades (Erten & Burden, 2014; Haynes et al., 2009; Peacock, 2009; Williams & Burden, 1997).

Weiner (1972a, 2010) defines attribution as perceived causes provided by language learners for their performances in a process or in a specific experience such as a task or a test. In line with this definition, Williams et al. (2015) describes it as “Individuals’ perception of their own successes or failures and the reasons they provide for those successes and failures” (p.71). While the first attribution theorist, Rotter (1966), acknowledges only an internal cause (skill) and an external one (chance) for an event, Heider (1958) adds task difficulty to this list. Weiner (1972b); however, set the framework of the attribution theory by adding the last important determinant of a performance in an academic context: effort. According to Weiner (2000), the scholars who worked on attributions highlighted similar points but they didn’t coin the terms. In fact, Heider’s (1958) terms of *can* and *try* might be equivalent to *ability* and *effort* attributions of Weiner (1972b;1979)’s model. Compared to these pioneers scrutinizing attribution, Weiner (1972a; b) specifically focused more on attributional causes of academic achievement. Försterling (2001) emphasizes the importance of Weiner’s model of attribution by indicating that Weiner’s attributional framework of achievement is the most comprehensive theoretical model about the effects of attributional causes on cognitive processes, affect and behavior and could easily be based on empirical studies (Haynes et al., 2009). In his model, Weiner (1979; 1980; 1986) postulates that the types of attributions that people have a tendency to make are affected by not only environmental but also personal factors that influence learners in their subsequent performances (Anderman & Anderman, 1999; Erten, 2015a). Weiner (1979) puts forward that learners make an effort to understand the causes of their success and failure at a particular task by asking “why they have failed” (Weiner, 2018, p.5). He also claims that this causal search is undertaken by the learner following an event which is especially perceived as unexpected, negative or highly important. Such kind of an attributional style will subsequently result in a pivotal negative impact on the future learning and motivation (Lim, 2007; Weiner, 2010; Williams et al., 2015).

One of the important points pertaining to attribution theory is that individuals have different perceptions of their performance and they generate quite different

causal attributions from the people around them. At this point, it is important to examine individual's own self-perception and beliefs about their past experiences so that teachers could help them to be more successful in the future (Williams et al., 2015). This importance lies in Weiner's (1992; 2000) theoretical framework as the connection between the past experiences and its inevitable effect on the present determines whether the learners will take an action or to refrain from doing so (Faber, 2017; Erten, 2015b; Gobel & Mori, 2007). To illustrate, if a student fails in doing an easy task and ascribes this failure to a lack of ability, s/he is likely to motivate herself and could simply give up the task or may stop making any effort, thereby leading to a feeling of learned helplessness (Seligman, 1975). This student's self-perception impedes his/her potential achievements in the future. The first student with a reference to ability attribution exemplifies the maladaptive attribution style (Weiner, 2000; Erten, 2015a). This student might not pursue success and ensure persistence or sustained effort in his/her prospective studies (Williams & Burden, 1997). Such a student with an unhealthy attributional style or a maladaptive attribution is also considered to have a fixed mindset (Dweck, 2006), which is prone to submissive attitude of the learner and giving up language learning in full terms. Dweck (2006) contends that people with a growth mindset are likely to feeling more control over the events and they tend to develop more positive and optimistic views about themselves. That is why, maladaptive attributional style go hand in hand with the fixed mindset theory of Dweck (2006). In another possible scannerio, a different student who does not succeed in a task and attribute the unsuccessful performance to a lack of effort could possibly have a different motivational orientation with increased effort (Erten, 2015b; Williams et al., 2015; Williams & Burden 1997). This student feels more control over the events and s/he presumably believes that s/he is likely to succeed more in the future (Lim, 2007; Weiner, 2010; 2014). In this case, such a student would probably put more effort into the learning process and practice more and therefore learn more (Lim, 2007). This student conforms to adaptive attributional style, which paves the way for more sustained effort and more motivated behavior and effort. According to Dweck (2006), this student also improves herself/himself by making attempts to succeed more in the future as they are more hopeful and oriented to achieve and such learners are likely to have growth mindset rather than the fixed one.

In sum, attributional causes shed light onto the prospective performances as well as motivation of the learners, which highlights the importance in language learning contexts. Attributions are of pivotal importance in the sense that it impacts future expectations, self-concept, emotions and future motivation to expend effort (Hunter & Barker, 1987; Taşkıran & Aydın, 2017). The teachers might take a course of action that guides students to hold on more adaptive behavior so that learners could get more motivated towards learning (Williams et al., 2015). As for the importance of attribution theory, Chang, Windsor and Helwig (2017) also add Weiner's (1979) attribution theory could provide us with deep insights into unraveling the mental as well as social processes dwelling on language learning experiences. In other words, the theory reveals the underlying processes of language learning by connecting the cognition and the behaviour of the learners (Chang et al., 2017).

Another important point about Attribution Theory is that it traces back to cognitive psychology (Gobel & Mori, 2007) and it suggests that "people tend to attribute their successes to more internal, controllable and unstable reasons (such as effort)"; whereas, they are likely to link their failure to more external, uncontrollable and stable reasons (such as teacher), which is called "Self-serving Bias" (Gobel & Mori, 2007, p.151). This term subsumes two specific types. More specifically, referring to more desirable attributions for successes is also called *self-enhancement*. If a learner has such a bias, s/he refers to more desirable attributions such as lack of effort or lack of strategy for their success. On the other hand, ascribing to undesirable reasons as external, uncontrollable and stable are named as "self-protective bias" (Gobel & Mori, 2007, p.151; Williams et al., 2015). If learners resort to such reasons as teacher or school system for their performance, they try to protect their self-worth and self-efficacy (Williams et al., 2015).

The earliest version of Weiner's attribution theory (1972b) suggests that learners often relate their success and failure to four basic causes: ability, effort, task difficulty, and luck (Weiner, 2000). These attributional causes were proposed as being the most important and widely cited ones for the explanation of success and failure (Weiner, 1974). Although Weiner's main causal attributions has been widely acknowledged by a great number of further researchers (Anderson, 1983;

Cooper & Burger, 1980; Dörnyei, 2001; Elig & Frieze, 1979; Frieze & Snyder, 1980; Slavin, 2003; Williams and Burden, 1997). Some other attributional causes ranging from strategy, interest, family influence and teacher influence (Vispoel & Austin, 1995); mood, maturity, habits, social and psychological environment at home, other people, past experiences, attitudes, self-perception and maturity, and peers (Graham, 2004; Tse, 2000; Williams, Burden, Poulet, & Maun, 2004) were also considered and found as pivotal in determining a learners' motivation and success. Vispoel and Austin (1995) also note that the potential causes of an achievement-related outcome are infinite and similarly Williams et al. (2015) allege that causal attributions are situation-specific and innumerable perceived reasons could be added to four main causal attributions, namely, effort, task difficulty, luck and ability depending on the context.

Inasmuch as causal attributions are context-specific, they are also culturally-bound (Erten & Burden, 2014; Gobel & Mori, 2007; Mc Clure et al., 2011; Paker & Özkardeş-Döğüş, 2017; Williams et al., 2015). They propose that in research studies on attributions, participants from eastern countries or more collectivist ones make ascriptions to social reasons such as family, teacher, peers... compared to the ones from western countries. The participants from the western countries link their performance to such individual causes as ability or effort. In brief, causal attributions differ from one context to another, so each case needs to be examined individually.

Causal Dimensions

Weiner (2000) underscores that the perceived reasons why events happen vary across three dimensions: stability (unstable/stable), locus of control (internal/external) and controllability (controllable/uncontrollable). As noted by Anderman and Anderman (1999), three causal dimensions: locus of causality, controllability, and stability are even more important than the specific attribution being made by the individuals and they need to be tackled concurrently (Taşkıran, 2010). Accordingly, Weiner (1979) observed that "people do not make causal attributions in isolation, but rather develop patterns of thinking which plays an important role in their behaviour in similar events. These patterns are called as attributional style" (as cited in Chodkiewicz & Boyle, 2014, p.79). Attributional

styles are likely to be adaptive when thoughts pave the way for positive behaviours and they become maladaptive when thoughts lead to negative outcomes (Chodkiewicz & Boyle, 2014). That is, not the specific attribution but these important dimensions of the attributional causes influence learners' future achievement striving (Weiner, 2018). When the dimensions are taken into account, the relevance of attribution theory to motivation becomes more comprehensible, which has roots in Weiner's attribution theory of motivation and emotion (2000). To shed more light onto the dimensions in attributions, it is better to describe the historical development of the theory:

Locus of causality. Rotter (1966) marked a difference between internal and external causes and thus pioneered in introducing the first dimension, namely 'locus of control' to the attribution theory. He stated that "people vary in the degree to which they perceive the things that are happening to them as being under their own internal control or under the control of outside forces" (as cited in Darity, 2008, p. 56). Hence, the breakdown of the structure of causality initially started with an internal-external dimension (locus of control) which was brought to the attribution theory by Rotter (1966).

The locus of causality dimension refers to whether the perceived and attributed cause for an event is something within the person or outside the control of that person who has performed in a task or a test before (Weiner, 2014; 2018). Similarly, Williams and Burden (1997) define locus of control as "perceived location of causes is internal or external to the learner" (p. 194). Based on this dimension, task difficulty and luck are considered as external attributions that learners perceive the causes of their achievement as external to them while ability, effort and aptitude are viewed as internal attributions, meaning that the underlying causes of the achievement are within learners, themselves (Williams et al., 2015). Locus of causality is of vital importance as it mostly shapes the possible affective states in the future (Weiner, Russell, & Lerman, 1978, Weiner, 1979, 1980) and automatically affects the continuation of the motivation (Dörnyei, 2001). If a learner ascribes his/her success to internal elements, s/he tends to feel pride, confidence, and satisfaction and if she attributes it to external factors, she tends to have feelings of gratitude, surprise, thankfulness (Weiner, 2000). On the other hand, while the one who attributes the failure to internal factors might go through guilt,

regret, and aimlessness and if s/he blames for external factors, she could feel anger, surprise, and hostility (Haynes, et al., 2009; Koçyiğit, 2011; Peacock, 2009; Weiner, 2010).

Lim (2007) as well as Weiner (2000) maintain that the locus of causality dimension is also connected to learners' future trials in accordance with their feelings of pride and shame. To put it in another way, when learners have a higher level of internal locus of control, such a belief pattern affects their expectations of success positively for the future and they tend to feel more pride in themselves (Weiner, 2000; 2018). However, their failures impede their perception on the possibility for future successes, thereby causing a sense of shame on the part of the learner (Weiner, 2000; 2014; 2018).

Stability. From Rotter's theory (1966), Weiner (2011) took the locus of control dimension. In addition to this, Weiner, Frieze, Kukla, Reed, Rest, and Rosenbaum (1971) highlighted the requirement of the second dimension by stating that some of the internal and external causes change over time, whereas others remain relatively constant; meaning whether the attributed factor is fixed or changeable on the part of the learners' perception (Williams et al., 2015). For example, Rotter (1966) views ability as internal and luck as external. According to him, locus of control makes a difference with regard to future performances or expectancy of success. However, in both cases, learners tend to have expectancy of success less. At this point, Weiner (1972a; 1972b; 2018) underscores the need for another dimension in addition to locus of control to determine future actions of the learners. This dimension is called stability. To elaborate, effort could be seen as changeable, while ability can be seen as fixed factor (Weiner, 1972a). Also, ability can be categorized as a stable, internal cause, and effort and luck can be classified as unstable, internal and unstable, external, respectively. Although locus of control is different for effort and luck, their commonality of instability determines low level of hope for the future. At this point, the need and the importance of the stability dimension become clearer.

Weiner (1985) further places an emphasis on stability by differentiating the success and failure cases. He claims that attributions to stable causes lead to positive expectations for success in the future when confronted with success, while attributions to stable causes can cause low expectations in the future once a

student undergoes failure. All in all, stability is the basis of expectancy shifts, and it prevails the future performances more than the other dimensions (Weiner, 1985; 2000; 2014).

Weiner et al. (1971) mention four attributions which are mostly referred by learners to account for their success and failure in academic contexts: ability, effort, task difficulty, and luck, based on a 2x2 categorization template. Ability was considered as internal and stable, effort as internal and unstable, task difficulty was regarded as external and stable, and luck was classified as external and unstable. Table 1 presents attributions together with their underlying dimensions within a 2x2 categorization scheme:

Table 1

Weiner's Original Attribution Model (1986)

	Stable	Locus of Causality	
		Internal	External
Stability	Unstable	Ability Effort	Task Difficulty Luck

Controllability. The shortcomings of the 2x2 classification was observed by Weiner (1979) and his colleagues who realized that the causes within the four cells did not thoroughly cover the reality. The identification of the third dimension of causality first became apparent when Rosenbaum (1972) put forward that temporary effort, mood, and fatigue fall into the category of internal as well as unstable factors, but they are not within the learners' power (as cited in Weiner, 1986). Weiner (1979) expanded the theory by stating that "they are distinguishable in that effort is subject to volitional control- an individual can increase or decrease effort expenditure" (Weiner, 1985, p. 551). In such way, intentionality was coined as a third dimension to the structure.

Weiner (1979) termed the last aspect as controllability. Weiner's final (1979; 1985) model of Attribution theory included 2x2x2 categorization scheme with the three dimensions, locus of causality, stability, controllability.

As Weiner (1985) states, "controllability reflects the degree of volitional influence people feel they have over a cause" (p. 555). This dimension differentiates the causes that a person can put under control, including skill and

effort, from such causes as s/he cannot control, including but not limited to aptitude, mood, others' actions and luck. Therefore, most people would be likely to think that the amount of effort they exert for a task is generally within their control; however, they will probably consider their ability to do well on such tasks as outside their control (Williams & Burden, 1997).

These three major dimensions are quite significant with regard to willingness to make enough effort for future tasks and also in terms of individuals' belief in himself and emotions they have with them (Stipek, 1993; Weiner, 1986).

In the following table, the relationship among the most common achievement attributions (which will be discussed in detail in the following section) and dimensions are shown (Eggen & Kauchak, 1994; Vispoel & Austin, 1995):

Table 2

The Relationships Among The Most Widely Cited Achievement Attributions and Dimension

	LOCUS OF CONTROL	STABILITY	CONTROLLABILITY
Ability	Internal	Stable	Uncontrollable
Effort	Internal	Unstable	Controllable
Luck	External	Unstable	Uncontrollable
Task difficulty	External	Stable	Uncontrollable
Strategy	Internal	Unstable	Controllable
Interest	Internal	Unstable	Controllable
Family	External	Stable	Uncontrollable
Teacher	External	Stable	Uncontrollable
School System	External	Stable	Uncontrollable
Classroom	External	Stable	Uncontrollable
Environment			
Health	External	Unstable	Uncontrollable

Four Main Causal Attributions

The most frequently reported attributions are ability, effort, luck and task difficulty in educational contexts. Here are detailed explanations for them:

Ability. According to Weiner (1985), ability is one of the most common attributions learners tend to make when accounting for their achievements. In particular, if learners cannot succeed repeatedly despite much effort, they sometimes seem to account for this performance by the lack of ability (Özkardeş, 2011; Tekir, 2012). This causal search might lead learners to think that their achievement is out of their control and s/he cannot take any step to alter the

situation. Such a desperate feeling is called learned helplessness (Seligman, 1975) in educational psychology (Erten, 2015; Saticilar, 2006; Williams & Burden, 1997; Williams et al., 2015). This maladaptive feeling generally keeps learners from taking any course of action to change the internal factors. In the long run, similarly, these learners believe that any kind of effort will not ever contribute to their success for their future performances (Weiner, 2000; Williams et al., 2015). On the other hand, employing internal and controllable factors for their achievement, such as ability in this case, is considered as adaptive attribution, which in turn brings about self-efficacy as well as a sense of agency or control over the events (Gümüş, 2014; Tremblay & Gardner, 1995).

Ability attribution is also important when considering the performance of other students. Specifically, if a student fails in a task, while most of the others achieve in it, they tend to resort to the attribution of their lack of ability for their failure (Tollefson, 2000; Weiner, 2000). Also, it is interesting that as children grow up, this feeling is likely to increase as a differentiated concept of ability starts to appear; that is, young people gradually aims to show their superiority to others (Tollefson, 2000).

Effort. Effort is another frequently cited attributions for success and failure (Graham, 2004; Weiner, 1992) in many studies. It is an internal as well as an unstable factor which learners can exert control over. Weiner (2010) illustrates that if a learner has failed because s/he could not put a lot effort into the exam preparation, such a learner might feel guilty and probably s/he will demonstrate a better performance in the future tasks. Alternatively, if s/he has succeeded in the exam because of her/his great effort, s/he will feel the pride and satisfaction in herself/ himself for the subsequent tasks (Weiner, 2014; 2018).

Learners' accounting for their achievement or failure with a reason of effort could imply that learners take charge of their own learning. Most studies show that mostly successful students ascribe their success or failure to effort, meaning that they tend to feel responsible for their performance and have the control over it compared to the unsuccessful ones (Weiner, 2010).

Luck. Luck is another crucial attribution that learners make for their previous performances. To illustrate, students might feel that they were lucky

during the test or a task. Alternatively, learners could think that they were lucky as the questions in the exam overlapped with what the students' had studied before or vice versa (Erten & Burden, 2014). If learners do not hold their own responsibility and hold luck to account for their achievement/failure, it means that their future performances are believed to be out of their control (Weiner, 1992). Similar to task difficulty attribution, if they are successful, they do not feel proud or if they are not successful, they have a decreased amount of shame and guilt (Tekir, 2012; Weiner, 1992; 2010).

As luck is an unstable and uncontrollable factor, it has a central role in learners' future performances in a negative way. It is likely that they may stop studying or trying at least as they may be lucky or unlucky for the later experiences (Höl, 2016). In conclusion, as Weiner (1972a; 1972b) notes, when learners constantly link their success or failure to luck, the possibility for their improvement in their performance would become less because such learners do not hold strong beliefs about their potential to make achievements.

Task difficulty. Learners may consider that they were successful in an exam because the questions were quite easy for their level, in such a case, they usually do not feel pride in themselves (Gümüş, 2014; Tollefson, 2000; Weiner, 2010). In another case, they may fail and find the reason behind it in existence of the hard questions or task difficulty. At this point, they may not feel responsible for their performance as this is an uncontrollable factor. It is quite common in Turkish context that students have some complaints about the task difficulty especially when they are not successful enough (Höl, 2016).

Fosterling (2001) puts forward that task difficulty brings about different scenarios related to the other attributions on the part of the learners. Firstly, if learners perform well in a difficult task, they may ascribe their success to good luck; conversely they link their failure with bad luck. Another scenario is that if tasks are at an average difficulty level, learners may hold internal factors such as effort and ability for their performance. Still another one is that when tasks are really difficult, attributions of the individuals tend to perceive luck as the agent of their achievement, which paves the way for less responsibility for the learners in the future tasks (Fösterling, 2001; Höl, 2016).

All in all, achievement attributions mostly shape future performances, motivation and actions. Although learners may make attributions to a wide range of reasons -interest, strategy, mood, health, parental support, classroom atmosphere, learning materials or the environment...- (Hsieh, 2004; Peacock, 2009, Vispoel & Austin, 1995; Weiner, 2010; Williams & Burden, 1997), the four main attributions aforementioned play a major role in achievement contexts and their dimensions usually change the way for subsequent task performances (Weiner, 1979).

Learners' subjective evaluation of their previous success or failure have attracted attention in different contexts all around the world, hence many studies have been conducted since Weiner (1972b) first proposed the theory; however, research in EFL have started to spread across the field of English Language Teaching (ELT) over the last decades.

Empirical Studies on Attribution Around the World

There has been influx of studies conducted to shed light onto the attributional causes, dimensions and also their relationship with other factors since Weiner (1972a; 1972b) first proposed his model and developed it. In this section, the studies will be presented in accordance with the descriptive studies on attributions, the relationship between causal attributions and self-efficacy or success-orientation, such other factors as gender, proficiency and whether causal attributions could account for future success as Weiner (1980) suggested.

One of the pioneer studies that solidified the basis of Weiner's model is Meyer's study (1980) by examining the causal dimensions in relation to causal attributions for their performances, the effect of different informational cues on attributions in accordance with these dimensions, and the influence of these attributions on students. Hypothetical situations concerning high school students' achievements in a university entrance exam, their academic performance during their high school education, the other students' performances on the exam, and the value of the exam were reported to 200 university students in a within-subjects design. The participants decided how strongly each of nine possible causes (e.g., ability, preparation) could have influenced performance on the exam. Rates of perceived satisfaction and expectancy of future success were also asked. The

findings were in congruent with the three dimensions; namely, the stability, locus, and control, which confirmed Weiner's model in an empirical study. Meyer (1980) study is considered to be one of the most important research exploring academic attributions in a different discipline, but not in a language learning context.

Although attribution theory has been studied in various educational fields to gain a deeper insight into the individual differences, motivation and belief systems, it has been ignored by professionals in language learning and teaching (Erten & Burden, 2014; Hashemi & Zabihi, 2011; Hsieh, 2004; Peacock, 2009; Williams & Burden, 1997). Over the last decade, studies on attributional causes and relationship between attributions and other individual factors have attracted more attention in the field of foreign as well as second language education.

Most of the studies in language learning shed light onto the causal attributions and it seems that they change from context to context. To illustrate, Gobel and Mori (2007) examined perceived causes for their performances on certain language learning tasks in the speaking communication as well as reading classes by revealing how learners view their successes and failures, and their attributions. A questionnaire on the causal attributions embedding ability, effort, task difficulty, and luck was implemented on 233 first-year university students who were Japanese. The findings indicated a strong correlation between exam performance based on the scores and the attributions of ability, task difficulty and interest. In addition, attributions for failure dwelled upon external causes and attributions for success focused on internal causes, which also confirm *self-serving bias*.

In most studies, researchers tried to reveal the underlying attributions for students' own performances and the studies yielded a set of different results depending on the context. To illustrate, Dong et al. (2013), in their study, aimed to unveil a variety of causal attributions of 156 North American college students in foreign language classes. Open-ended questions gave learners the opportunity to give a wide range of explanations for their success. The commonly noted attributions were in line with the multiple attributions proposed by Weiner's (1985) causal dimensions of internal versus external, stable versus unstable, and personal control versus external control system for each student. The findings also

demonstrated that different references to causal attributions were evident in success and failure cases.

Zohri (2011) also looked into Moroccan university learners' perceptions of failure in regard to their causal attributions. 333 participants who were studying English at tertiary level ranked their perceived reasons for their failure. The results showed that the learners linked the failure to the attitude of the teacher, their lack of effort, interest and the pressure they feel on their shoulders. Social problems, lack of teachers' help and ability were not reported as major factors. Last but not least, some gender differences were found.

In Bain et al. (2010) research, they looked into the differences, if any, between the gifted and non-gifted undergraduate students who were taking a Spanish course in relation to their "aptitudes, attitudes, attributions, and achievement" (p.131). Gifted students surpassed non-gifted ones on the aptitude scale. In addition, the gifted ones displayed a more positive attitude towards learning a foreign language compared to the other group. However, no difference was observed with regard to the attributional explanations, namely, ability, effort, teacher effect or luck.

In recent years, more studies exploring the relationship between causal attributions and such other factors as self-efficacy has been explored in depth. Some of these studies base the concept of self-efficacy on to what extent students view themselves successful or unsuccessful. For example, Mori, Thang, Nor, Suppiah and Oon (2011) aimed to delve into their perceived reasons for successes and failures on actual language tasks, and examines whether their attributional patterns altered resting upon on their actual and perceived proficiency. Two different versions of a questionnaire– one designed for success and the other one for failure- were filled out by 2152 students from six universities in Malaysia. Students were asked to select an activity in which they performed quite poorly in the previous semester. In the second part, the students marked their causes for their achievements or poor performances using a six point Likert scale. The results demonstrated that actual high proficient learners and the ones who view themselves as quite proficient related their success to their expenditure of effort and their ability more than the ones with mid and low proficiency level. As for the failure cases, high proficient learners and those who considered

themselves as highly-proficient had a tendency to attribute their failure to the factors that are related to class and interest such as classroom climate and interest in the task while lower proficient learners mostly gave an account of their failure by referring to the lack of their own effort and ability.

Similar to Mori et al. (2011), the study conducted by Hsieh and Kang (2010) threw light on the connection between the participants' attributions, their self-efficacy and their success or failure in learning English in a foreign language context. 192 English learners who were studying at the ninth grade were recruited as participants in Korea. Results indicated that learners with different levels of self-efficacy scores ascribed their achievement to distinct causes for successful and unsuccessful outcomes. Learners having a higher self-efficacy score made attributions to more internal and personal control than the ones with lower self-efficacy ratings. As to the learners who were less successful, the ones with a high level of self-efficacy scores made more personal control attributions than the ones with lower self-efficacy. The results of Mori et al. (2011) are similar to Hsieh and Kang (2010) in the sense that success-oriented students tended to attribute to more internal reasons such as interest. However, these two studies yielded different findings in terms of the failure-oriented students or the ones with low self-efficacy ascribing their performance to external reasons in Hsieh and Kang (2010), but to internal reasons in Mori et al. (2011).

In addition to the relationship between self-efficacy or perceived success, scholars also investigated the connection between attributions and proficiency, gender and academic discipline. A good example of this could be Peacock (2009) study. Peacock (2009) tried to find out the perceived attributions given by 505 university students in Hong Kong and the relationship between attribution and proficiency, gender, and academic discipline. Interviews done with the students revealed 26 frequently cited attributions, which were also put in a questionnaire. Follow-up interviews investigated the origins of achievement attributions. On the other hand, 40 EFL teachers were interviewed about what they attributed student success and failure. The study indicated statistical significant differences between attribution and EFL proficiency, gender, and academic discipline. There was also a parallelism between student and teacher opinions.

Over the last decade, scholars tried to look into causal attributions in a deeper way by employing such inferential statistics as regression analyses. Specifically, researchers tried to understand to what extent success is explained by causal attributions. For example, Hsieh and Schallert (2008) examined whether 500 undergraduate students' self-efficacy and attributions could explain their performance in the latest exam. The participants were recruited from German, Spanish and French courses. Similar to this study, in Hsieh and Kang (2010), the researchers tried to scrutinize the same issue by administering the scales to 192 learners who were 9th graders. In both studies, self-efficacy and ability attributions are the best predictors of the previous performance of the learners. Different from these studies, Hashemi and Zabihi (2011) aimed to shed light onto whether participants' perceived causes of the latest performance could predict their future achievement. They reported the impact of EFL learners' attributions for their academic achievements or failure while learning a language and specifically at their test performance. In this study, 96 Iranian Intermediate EFL learners responded to the scales of The Interchange Objective Placement Test, the Revised Causal Dimension Scale (McAuley, Duncan, & Russell, 1992), and the Language Achievement Attribution Scale (Hsieh, 2004). The findings revealed high correlations between LAAS as well as CDS II subscales and learners' proficiency scores at a statistically significant rate. The results also indicated that effort ranked the first predictor of high test scores; whereas, task difficulty was found to be the best predictor of low achievers' scores. Regression analysis to measure attributions as well as proficiency scores showed that internal locus in a positive, but external control in a negative direction, predicted students' foreign language proficiency. Another study focusing on the regression analysis of attributions for achievement scores is Mc Clure et al. (2011). Similar to the above mentioned studies, they also measured the causal attributions of 5333 students from high school. The researchers tried to find out whether the attributions could predict their GPA scores. Findings of regression analysis show that Effort is the best predictor of GPA scores of the students.

Empirical Studies on Attributions in Turkey

Similar to the studies conducted in different parts of the world, attribution studies have increased over the last decade in Turkey. Many studies focused on the relationship between perceived success and the causal attributions. In most of them, success was found to be concerned with more internal and controllable reasons whereas failure is more attached to external as well as uncontrollable factors. To illustrate, Saticilar (2006) identified achievement attributions of sixth graders and ninth graders at a state school. The study particularly dealt with the achievement attributions of English language learners with regard to their gender, grade, outside help they get while learning English and their studying habits. Questionnaire and interview protocol were used as data collection methods. The results displayed that participants had a tendency to attribute their success or failure to internal elements. Effort ranked as the first cause on the part of the learners, meaning that their motivational orientations were quite adaptive. Regarding the grade difference, sixth graders ascribed their success to internal elements compared to the ninth graders. On the other hand, students at the ninth grade made attributions for their unsuccessful performances to effort in comparison to the ones at sixth graders. With regard to gender, female learners referred to effort for their success; whereas, male learners attributed to ability for their failure. This showed that females seemed to be more adaptive compared to the male students. Finally, no significant relationship was found between achievement styles and the learners' getting outside help for learning English and also no connection between attributions and their importance for language learning and teaching was observed from the data.

Koçyiğit (2011) also carried out research to uncover the dimensions of the achievement attributions of university students, and also to determine their learning styles. The research is based on descriptive analysis of its survey. The participants were recruited from freshmen and senior students of faculty of Education, Engineering and Economics and Administrative Sciences during the academic year of 2010-2011. To collect the data, the researcher administered a causal dimension scale and a learning style scale to 300 students. As for the analysis of the data, in addition to descriptive statistics such as frequency, percentages, chi-square and mean scores, inferential statistics including

independent samples t test, and one-way ANOVA tests were performed. The results showed that success-related attributions were revealed to be more internal, to have personal controllability at a higher level, to be less stable; on the other hand, they were externally less controllable. Attributions for the failure cases; however, were viewed as more external, and less controllable on the learners' part and more stable compared to the causal dimensions for success. No statistically significant difference was found with regard to the variables of faculty, grade level and gender.

Şahinkarakaş (2011) attempted to reveal the elements influencing young students' successes and failures while learning a foreign language. To reveal the achievement attributions, self-assessment papers were given to 52 young learners studying English. It was revealed that both attributions were interrelated to internal and unstable factors; in particular, paying attention to the teacher in class and doing assignments. The results implied the need for raising awareness of the teachers' about their students' achievement attributions for more effective language learning process.

Causal attributions were also studied in qualitative manner to reveal students' attributional style for both successful and unsuccessful students. To illustrate, Yılmaz and Kahyalar (2017) looked into 118 university students' perceived failure attributions in learning English as a foreign language at a preparatory school. Each participant was asked to write about their perceived causes of failure in learning English and the emerging attributions were based on the locus of control, stability and controllability dimensions. The results are also in line with what the quantitative studies had revealed before as these unsuccessful students attributed their performance to external and uncontrollable reasons.

To what extent learners view themselves as successful is tied in neatly with the idea of self-efficacy (Hsieh, 2004). That is why, the relationship between self-efficacy and a causal attribution was also explored in many studies in Turkey. For example, Taşkıran (2010) carried out a study to explore causal attributions of EFL learners studying at a Turkish university in relation to their perceived success and failure in English language learning process. In addition, to what they ascribed their success and failure was analyzed based on the dimensions of the Weiner's theoretical framework (1985). The study also shed light onto whether students'

attributions were adaptive or maladaptive for not only their future performances but also for their motivational orientations. A questionnaire asking 158 learners' perceived success or failure, reasons for their achievement in English and their dimensional aspects was used as a data collection tool. It also included questions regarding the perceived causes of their achievements, perceived underlying dimensions of their attributions and definition of the concept of success. Frequency analysis, chi-square test results and content analysis indicated that the number of the failure-oriented students was slightly more than the ones who view themselves as successful. The participants made more causal attributions for failure compared to the success case. Students who perceived themselves as successful had more internal, controllable, and relatively more stable attributional styles in comparison to failure-oriented students. The last finding is that students who repeated the preparatory year had similar causal dimensionality of failure with the failure-oriented group.

Duran (2012) also conducted a research to unveil learners' causal attributions for success and failure, the different attributional patterns between success-oriented and failure-oriented learners, their self-efficacy beliefs about learning English and the relationship between causal attributions and self-efficacy beliefs. 150 students studying English at preparatory class at Mersin University participated in the study by responding to three different scales and the attributions were analyzed in terms of the dimensions of locus of causality, stability personal control or external control. The findings showed that 75.3% of the participants perceived themselves as unsuccessful (failure-oriented). The results also revealed that most participants tended to ascribe their achievement to external causes like task difficulty. The difference between success-oriented and failure-oriented learners demonstrates success-oriented learners had a tendency to have ability attribution; whereas, failure-oriented ones made task difficulty attribution. As to the dimensions of the causal attributions, success-oriented students' attributions were more internal, stable, and personally controllable compared to the failure-oriented group. Concerning self-efficacy, the majority of the participants had a high self-efficacy for learning a language and their self-efficacy beliefs seemed to be approximately the same for receptive and productive skills. Lastly, the participants

with higher self-efficacy scores connected their success to more internal and personally controllable causes.

A very recent study by Taşkıran and Aydın (2017) also investigated the difference between the attributions of success-oriented group and failure-oriented group. The results are in congruent with the previous studies in that students with high self-efficacy are likely to opt for internal attributions while the other group preferred more external reasons.

Considering the intertwined relationship between self-efficacy and academic self-concept, Erten and Burden (2014) cast around for the possible link between self-efficacy and the causal attribution. More specifically, Erten and Burden (2014) investigated the connection between academic self-concept, test scores, and achievement attributions of Turkish students. 267 students at the 6th grade in different cities of Turkey were recruited as the participants in the study. The researchers implemented “Myself-As-a-Learner Scale or MALS” (Erten, Burden, & Bayraktar-Erten, 2015) for the academic self-concept, a questionnaire for attributions and achievement tests for achievement variables. The findings of the study (Erten & Burden, 2014) suggested that “teacher followed by ability, interest, and long term effort” were the frequently cited attributions by the learners (p.391). Academic self-concept and achievement had a main effect but caused no interaction effect on attributions. Multiple regression analysis findings yielded that the attribution to ability, academic self-concept, the attribution to interest and teacher attribution ranked the best predictors of past achievements of the learners, respectively.

The connection between causal attributions and other factors such as gender and proficiency level were also investigated in Turkish context by some scholars. Although the results related to gender yielded different results for each case; the findings on language proficiency revealed similar results in the sense that proficient learners tended to attribute to more internal and controllable reasons, which is also parallel with self-serving bias. Özkardeş (2011) tried to explore preparatory class students’ causal achievement attributions for their perceived success and failure. A questionnaire, developed by the researcher, was administered to 233 learners and 50 of them were interviewed to shed a more light onto their responses. *Teacher*, ranking as the first important attribution, *self-*

confidence, interest in learning English and enjoyment while learning English were listed as the striking reasons for success (Özkardeş, 2011). On the other hand, unsuccessful students put the blame for their failure on *lack of enough vocabulary*, as the first cause, *difficulty of exams*, *short education term to learn English*, and *lack of background education*. For some items, a strong relationship between gender and attributions for perceived success was found; that is, female students were likely to refer to more internal, unstable and controllable attributions compared to the males. In terms of the proficiency level, the more proficient ones made attributions to such factors as *having background education and the easiness of learning English* in the failure cases whereas less proficient ones found the underlying reasons for their failure in *lack of background education in English* and *short education term to learn English*.

Yılmaz (2012), in her empirical study, scrutinized Turkish EFL students' attributions in reading and also investigated whether these attributions for success and failures vary across gender, proficiency and teacher opinions. 13 common attributions were found in student questionnaires. Furthermore, 17 teachers were asked to what factors they link a student's success and failure in reading. The results showed a number of differences between attribution, gender, and proficiency, and also between student and teacher opinions at a statistically significant level.

In Erten (2015b), whether age and gender, together, play a role in attributional causes was examined. A composite questionnaire (Erten & Burden, 2014) was administered to 262 students who were studying at the 6th grade and 313 at the 10th grade. As to the genders of the participants, 336 were female while 238 were male. The results showed that both groups pointed the teacher as the major causal attribution for their performance though the 10th graders attached less importance to the teacher factor. Multivariate analysis of variance also revealed statistically significant main and interaction effects of both gender and age on the majority of the attributions for the exam achievement. The researcher reported that when there was a change in attributional patterns, such a shift was found in terms of the attributions on the part of the female students from 6th grade to 10th grade, suggesting the effect of adolescence on female students seems to be more prevalent than the male correspondents in their belief systems.

Two recent studies exploring the link between the causal attributions and gender and proficiency level were carried out by Paker and Özkardeş-Döğüş (2017) and Yavuz and Höl (2017). In both studies, gender made a difference between the participants, meaning that female students referred more to internal reasons compared to the male counterparts. However, these two studies yielded different results in relation to proficiency levels. The former showed that less proficient learners lined their performance to external causes while the others connected their performance to internal factors. However, in the latter research, proficiency level did not make any statistically significant difference across different proficiency levels.

Gümüş (2014) carried a different study from most of the studies in that she analyzed English language instructors' causal attributions for their students' success and failure in English exams and to what extent this perception was reflected in their actual teaching performances. The researcher collected data through a questionnaire (17 instructors), classroom observations (3 instructors), and semi-structured interviews (3 instructors). The findings indicated that the instructors referred to many causes including but not limited to lack of effort, lack of ability, background level, interest/personal traits, target setting, and others' influence and circumstances, attendance, participation, the difficulty of the books and the curriculum. The instructors' practices were in line with their causal attributions at some points. For example, they attributed to lack of enough practice because of the syllabus in some skills and they seemed to underestimate some skills in their teaching because of the hectic program.

Attribution Retraining

Attributions for overall achievement and for a particular task or a test may differ frequently (Erten, 2015b) and they may enlighten or ruin future motivation and performance. Therefore, it is of great importance that educators need to take a course of action with great care when it comes to individuals' attributions for their performance in language learning. Attribution retraining could help students to perform better especially if their attributional style shows more of a maladaptive and a self-defeating pattern (Erten, 2015 a; Haynes, et al., 2009; Mc Dowell, 2009).

Although scholars coined different terms of Attribution Retraining ranging from “Attribution(al) training, reattribution(al) training, attribution retraining, reattribution therapy” (Haynes et al., 2009, p.236), Attribution Retraining (AR) will be used in this study as previously-set attributions or “deeply held” belief system (Williams et al., 2015, p. 61) will be tried to reset in the sessions which were held for the purpose of the present study.

The importance of AR sessions lies in the fact that effective teaching was found to be beneficial for high control students who believe that their performance is mainly under their control (Perry et al., 2009). However, even if effective instruction is conducted in classes, low-control students would not derive the benefit from such a teaching. This contrast highlights the pivotal role of AR sessions for the students who hold the idea that learning is out of their control (Perry et al., 2009). Considering the need for AR, it becomes evident that AR would work well with the students who are discouraged to take actions for their own learning, who are unmotivated to learn, who motivationally-at risk and failure-prone students (Haynes et al., 2009; Perry et al., 2009). These students could reach their potential when they are supported with programs fostering positive and adaptive thinking.

According to Perry et al. (2009), the potential participants of AR sessions would generally be freshmen at universities. As most of the changes in people’s lives require certain adaptation problems including but not limited to marriage, having a child, and also moving to a new house or a city, adapting to the university life also entails some kind of adjustment and probable maladaptive attributions in academic life. The researchers stipulate that such a transition period is characterized by unfamiliarity and unpredictability. The difference between high school and the university in terms of competitiveness such as study strategies, note-taking, time-management and autonomy might lead first year university students to feel like losing control over their own life (Haynes et al., 2009; Perry et al., 2009). As such a profile of the students’ attributions is malleable to convert into healthy attributions, the introduction of AR sessions into their learning would be of great contribution to these students’ adaptation as well as academic achievements.

The aims of AR include more than one purpose but the main objective is to turn learners' stable, external and uncontrollable attributions into more unstable, internal, and also controllable attributions, in such a way that the training can persuade them to be more adaptive and self-helping (Haynes et al., 2009) and believe that they can do better. At this point, it might be useful to re-clarify adaptive and maladaptive attributional style. If students with an adaptive attributional style (e.g. Students A), succeed in a task, they perceive themselves as successful students and have a confidence in their competencies, holding the idea that that they will succeed again in the subsequent tasks (Weiner, 2014; 2018). However, once the same students become unsuccessful, they think that they had not made a lot of effort and they generally take a step to do better next time. Such students feel confident about themselves to achieve their school assignments and are usually optimistic about their future performances. Hence, they have high level of self-esteem, hold more motivation to learn, make a lot effort into their work and perform well in academic contexts (Chodkiewicz & Boyle, 2014). On the other hand, students holding a maladaptive attributional style (Students B), might think that everyone could do the task successfully as it is easy after they, themselves, succeed. If they have a poor performance, they tend to believe that they are not smart enough to achieve the task. In fact, they feel that they do not have any control over their lack of aptitude, which is categorized as uncontrollable and stable attribution based on Weiner's theoretical framework (1985). Such a perception leads to no hope about the future, that is, they believe that they will inevitably fail again and again. These students are also found to experience "learned helplessness" (Seligman, 1975), which causes them to avoid challenging tasks. All these feelings, behaviours and demotivation pave the way for inevitable poor performance for the prospective learning opportunities.

Adaptive and maladaptive attribution styles can also be traced by the growth and fixed mindsets (Dweck, 2006) during the process of language learning. According to Dweck (2006), growth and fixed mindsets determine to what extent an individual can change his/her own learning. Williams et al. (2015) note that if a learner believes that we are born with our talents such as language ability and we can do little to change or control it, s/he is more likely to have a fixed mindset and might have less hope for the future performances compared to a person with a

growth mindset. Such a person with a growth mindset is likely to facilitate learning as s/he believe that effort or controllable factors can help them to be more competent (Erten & Burden, 2014; Williams et al., 2015).

To address maladaptive styles and fixed mindsets of the learners, attribution retraining (AR) is designed to put the stress on the controllability dimension, meaning that students are shown and convinced that whatever occurred in the past related to their poor performance is within their control (Erten, 2015a; Haynes et al., 2009; Perry, Stupnisky, Hall, Chipperfield, & Weiner, 2010; Stewart, Clifton, Daniels, Perry, Chipperfield, & Ruthig, 2011). Such a motivational orientation raises their awareness about their control over the learning process which could change their negative attitude towards a positive one (Perry et al., 2010; Ruthig, Perry, Hall, & Hladkyj, 2004). In particular, attributional retraining is usually planned in order to rebuild students' causal explanations of their failure by fostering controllable attributions such as effort and strategy instead of such "immutable causes" as ability and intelligence (Stewart, et al., 2011, p.77). All in all, the aim of AR is to attenuate undesirable behavioral symptoms, enhance motivation, and encourage participants to strive for success.

Attribution retraining (AR) may employ a multi-faceted approach. Although many different training models have been proposed by scholars in different fields, very few has been put forward or implemented for language learning contexts (Semiz, 2011; Höl, 2016). In both studies, the intervention was reported to be quite useful for the freshmen or preparatory class students, meaning that they are in their first years at university. Such students could go through some adaptation problems and the first step to the intervention is generally recommended to be done just after the first important assessment to be able to reflect students' causal attributions.

Common premise across AR studies is promoting the effort attribution as well as ability attribution since students might have a higher level of self-worth through this way (Weiner, 1986). This way could bring about students' persistence on school tasks (Reynolds, Fletcher-Janzen, & Mann, 2000). In addition to placing an emphasis on effort and ability, especially for success cases, AR conductors also need to downplay such uncontrollable reasons as task difficulty, teacher, school system or classroom environments. These motivational orientations would

create a positive gear towards studying on the part of the learners; however, the training protocols also need to incorporate strategy use with attributional retraining (Höl, 2016; Perry et al., 2010).

Perry et al. (2010) collated the important points to include in AR sessions. First and foremost, while fostering ability attribution, the AR sessions also need to give the impression that students have the ability to succeed along with effort. If students are led wrongly, the training could mislead students and result in task avoidance at all. Secondly, after prioritizing effort and ability, students need to internalize the importance of strategy use. They are also expected to connect the relationship between these three variables with AR sessions so that they can put the theory into practice in their own learning. Showing examples of peers, especially to children could lead students to unwanted directions; that is why, adult examples demonstrating healthy attributions could contribute to the realization of AR sessions. Students, in this way, could adopt and adapt to this mock situation easily. Last but not least, the low number of the participants in an AR session becomes very important as participants might not disclose their feelings or views easily and this would not serve the purpose of AR sessions (Perry et al., 2009).

Haynes et al. (2009) analyzed the historical developments and current trends in AR protocols and collated the implementations designed and used in different settings. Their model was underpinned by a variety of theoretical as well as conceptual advances and findings in the literature. Moreover, the model developed by Haynes et al. (2009) is quite comprehensive, up-to-date and suitable for college level students. In this vein, this AR protocol is preferred as a starting point and developed later for the present study as it was originally designed for tertiary level students in psychology class. In the following section, five major steps of this intervention protocol will be described here:

A Protocol for Administering Attributional Retraining

To Haynes et al. (2009) , attribution retraining contributes most to first year college students and it starts with a search for causal attributions or subjective explanations for negative and positive outcomes (Weiner, 1985). This process dwells upon Weiner's theoretical framework (1985;2010) and tries to consolidate

and rehabilitate the problematic attributions and their emotional outcomes. Five steps are taken to address these problems over an academic year.

1. **Pre-AR diagnostic assessment.** One month after the beginning of an academic year, pre-AR diagnostic assessment is applied through which students answer questions about their first performances and a number of individual variables that affected this outcome. This phase gives an understanding of students who are academically and motivationally at risk, “vulnerable or failure-prone” (Haynes et al., 2009, p. 252). By this stage, it is better for them to receive some feedback on their first tests in such a way they can base their explanations/causes on their new learning environments. In addition to causal search for the task or test performance, some demographic information could also be asked at this stage, ranging from gender, the duration of taking that class, academic achievement to some other psychosocial variables.

2. **Causal search activation.** The causal search phase might be performed together with the pre-AR diagnostic assessment component or prior to it. The causal search process starts with asking students to rate their performance to see how they view their performance, so that the researcher can gain an understanding about whether they are success-oriented or failure-oriented. Students are then asked about their attributional causes. These marking could be referred as a pre-AR point to identify whether AR was influential in changing causal attributions. The pre-AR diagnostic assessments as well as causal search activation components also aim to help students to consider and reflect on their performance up to that point in the year, focusing more on attributional causes. According to Haynes et al. (2009), causal search activation phase is recommended to be conducted just after the first important exam or a performance.

3. **AR induction.** In her dissertation, as Semiz (2011) points out, the AR induction stage is the rehabilitation or a kind of cognitive intervention. It is implemented immediately after causal search activation and is the core element during the training process. For this stage of the intervention, students who are identified with maladaptive attributional style could be put into control and experimental groups randomly on the condition that there is an experimental study (Haynes et al., 2009).

AR induction is usually planned to convert maladaptive attribution into more adaptive ones for academic purposes. This stage also puts the emphasis on attributing failure to internal, unstable and controllable factors by devaluing external, stable and uncontrollable ones (Haynes et al., 2009; Semiz, 2011). To clarify, it aims at altering maladaptive attributions such as include bad luck, poor teaching or task difficulty by highlighting the importance of lack of effort or bad strategy (i.e. internal, unstable and controllable attributions) to maximize students' potential competencies.

Two ways of AR induction are proposed in the literature (Erten, 2015 a). The first way is that the AR videotape stressing the attributional content. A typical content of the videotape usually incorporates two senior students sharing their first year experiences with each other. The student attributes his poor performance to a lack of ability and then s/he realizes that it results from lack of effort, in that way s/he developed his/her performance. Another student discusses about a similar failure and how s/he managed to be successful by employing effective strategies while studying. This kind of videotape is designed to make a contribution to students' beliefs.

Following students, a psychology instructor summarizes the main points to the students in the video and refers to internal, unstable and controllable attributions for poor academic performance (Semiz, 2011). This can alternatively be solidified with a commentary delivered by a language teacher stressing the ascription of performance to more internal, unstable and also controllable factors (Erten, 2015a).

Still another way frequently implemented at this stage is the use of handouts. AR handouts, maladaptive attributions are listed on the left side and adaptive solutions or alternatives are presented on the right side of the paper. The researcher could have students discuss details about it and the real life reflections of these causes (Erten, 2015a; Haynes et al., 2009).

The use of video as well as handout has been found useful and reinforce the process of attributional cause change. It is suggested that students' academic performance and also their motivation could improve by referring to these

aforementioned methods. (Hall, Hladkyj, Perry, & Ruthig, 2004; Perry & Struthers, 1994; Perry et al., 2009; Semiz, 2011).

4. AR consolidation. The AR consolidation phase is implemented after the AR induction component and is designed to solidify the AR attributional content by employing such techniques as restating the key points of the AR sessions and adapting them to one's own academic life among others. Such consolidation procedures as "group discussion, aptitude test, writing assignment, and handout" are recommended in the literature (Erten, 2015a, p.364).

The first procedure is a group discussion in which students discuss their attributions with regard to recent academic experiences. The groups are asked to remember a specific time when they had a lower performance than they expected, then they find three important reasons (causal attributions) for the poor performance. After the discussion, students are asked to report these causes to the other groups or the organizer of the sessions. The session leader collates the reasons on the board and goes over them with the students, and classifies adaptive (controllable) and maladaptive (uncontrollable) attributions to raise awareness (Haynes et al., 2009). In an attempt to change the maladaptive reasons into adaptive ones, the coordinator writes these on the board. Another AR consolidation procedure is an aptitude test that is intended to be harder to guarantee that learners fail and alter the maladaptive attributions. Still another AR consolidation component is a writing assignment which aims to gain a deeper insight of the attributions. It could be an elaboration of the attributions or an emotional arousal of the specific performance referred to. The writing assignment is used as a potential therapeutic intervention to trigger students to reflect back and think positively about the future.

5. Post-AR assessment. The post-AR assessment is suggested to be used after some time of the administration of the AR treatment. At this stage, the same points which were again assessed at the beginning (at the Pre-AR Diagnostic assessment phase) in relation to students' attributional causes as well as dimensions. Also, objective test results, any report about the attendance or class drop could be obtained to see if there is any change after the intervention.

In addition to Semiz (2011), very few intervention models were proposed in the foreign language learning milieu. In a recent study by Höl (2016), attribution retraining, goal orientation and strategy training have been combined to address maladaptive attributional styles. In his model, firstly, he screened the attributional causes through questionnaires and interviews. In the second step, he provided a success model for the students. In the next phase, he raised the learners' awareness on the strategy use. In the subsequent phase, another instructor delivered a motivational presentation. The next following stages covered effective strategy use of different skills in language learning. At last, the attributions are reassessed again to see whether the intervention model is effective.

Empirical Studies about Attribution Retraining

Although attribution theory has been scrutinized in a vast number of studies since it was first proposed, scholars have recently started to focus on the empirical studies of attribution retraining.

In 2014, Groves (2014) explored whether attributional retraining intervention, including causal search exercise, an eight minute video and a consolidation exercise, were helpful for 86 community college students' academic control as well as their achievement scores in maths. In an experimental research design, results of the ANOVA found that the intervention increased students' perceived academic control. However, the training did not contribute to students' final course grades. Failure-oriented students were likely to increase the level of perceived academic control for students who attended the attribution retraining. Interestingly, students who scored low in the pre-test benefitted from the attribution retraining intervention. Finally, in accordance with the increase in perceived academic control scores of the students' in pre and posttests, the final test scores also increased.

In EFL or language learning contexts, very few studies (Höl, 2016; Semiz, 2011) have been conducted to shed light on whether such an intervention helps to alter the maladaptive, failure-oriented students' beliefs and also some other individual variables. To the researcher knowledge, only two experimental studies have been done in the field, and interestingly, both of them were carried out in Turkey.

Semiz (2011) tried to find out whether an attribution retraining program model put forward by (Haynes et al., 2009) played a role in students' attributional beliefs, effort, language learning beliefs, achievement and self-efficacy. While determining these aspects, the researcher also investigated the causal attributions of their perceived success depending on the first important exam. Some individual factors such as gender were also explored in relation to the attributional causes of the students. The relationship between attributions, self-efficacy and language learning beliefs were also examined. The researcher delved into the relationship between the aforementioned variables using the data from 602 students. She identified 36 students with failure-oriented, low self-efficacy and maladaptive attributions and invited them to the training. Five step model proposed by Haynes et al. (2009) was mainly implemented with minor adaptations on 17 students. Semi-structured interviews were also applied to observe any change after the intervention and to gain a deeper insight into the causal attributions and their dimensions. The results showed that successful and unsuccessful students had different attributions for their performances. Similar to the literature, successful ones had more internal and personal attributions in comparison to unsuccessful students. Gender was not found to be a determining factor on attributions. However, strong correlations were observed between attributions, self-efficacy and language learning beliefs. The intervention brought about positive changes in attributional beliefs, control of learning beliefs and class attendance. On the other hand, there were not any significant changes with regard to self-efficacy, language learning beliefs and achievement after the training sessions.

Höl (2016) threw light onto EFL learners' attributions and the relationship with such variables as gender, academic level and socio-economic status of the participants. Another aim of the study was to investigate whether the intervention could help to increase participants' internal locus of control as well as academic achievement. The study was done at Pamukkale University in Turkey in the academic year of 2013-2014. The researcher administered a questionnaire, semi-structured pre- and post-interviews, and self-reports. A training program which lasted for eight weeks was delivered to 20 learners with a maladaptive attribution. Similar to many other studies in the literature, learners in Höl (2016) study, attached their success to internal causes whereas they related their failure to

external causes. Based on the analyses of the experimental design of the study, statistically significant differences between the experimental and the control group with respect to effort, ability and luck were observed. The participants also generated more internal reasons for their performances after the treatment evidenced in the qualitative data. The AR treatment additionally contributed to informants' future success. The findings did not represent any significant change for the gender factor. Participants with low socio-economic status tended to ascribe their failure to more external causes when compared to the participants holding good or average socio-economic status.

All in all, the process of attributional changes is one of the most important impact on the building on students' expectancies for the future, and the exploration of the causal attribution was a frequently investigated model with regard to student motivation in the 1980s (Dörnyei, 1998). However, as Markus and Ruvolo (1989) point out future self-images; thereby current motivation of the learners, are shaped by various motivational roots such as "expectancies, attributions, value beliefs that is psychologically experienced and that is a durable aspect of consciousness" (p.217). Taking the possible relationship between the motivational level as a result of past experiences and the future images in the mind of the learner, it seems that the current motivational level of the learner stems from past experiences and the attributional causes as well as future images in the mind of the learner. Considering this possible connection, it is better to present Dörnyei's (2005) recent motivational model and some recent empirical studies related to it at this point.

L2 Motivational Self System

L2 motivation has attracted the attention of the scholars in language learning milieu since 1950s and a number of researchers have tried to investigate this construct (Dörnyei, 1998; Dörnyei, 2009). In most of the studies on language motivation derives its inspiration from Gardner's (1985) study which emphasized the traditional concept of integrativeness to the target culture in order to learn a language (Suzuki, 2011). The fact that English has become an international language of the era has invalidated Gardner's (1985) motivational theory (Suzuki, 2011). Seeing that the previously proposed L2 motivational models do not apply to all language learning contexts, the social psychological period and the cognitive-

situated period, have been outdated and challenged (Magid, 2013; Munezane, 2015); therefore, Dörnyei (2005) developed L2 Motivational Self System in 2005 to address the changing contexts of learning environments because of the technological developments, other advances and the globalizing world (Munezane, 2015).

Dörnyei's (2005) emerging theoretical framework is grounded on Higgins' discrepancy theory (1987). It points out that the discrepancy between one's actual self, alternatively current sense of self, and his/her future self-guides causes some discomfort and this feeling motivates the person to reduce such discomfort (Taguchi, Magid, & Papi, 2009). Dörnyei (2005) also grounded his theoretical framework on Possible Selves Theory by Markus & Nurius (1986), which proposes that the motivational orientation stems from the "the desire to reduce the discrepancy between one's actual and ideal or ought selves" (Dörnyei, 2005, p.217).

In an attempt to identify possible selves, Markus and Nurius (1986) defines possible selves "Possible selves are the ideal selves that we would very much like to become." (p. 954). The three categories of possible selves they mention are labeled as ideal selves, expected selves, and feared selves. Higgins (1987) defined the ideal self as "representation of the attributes that someone would ideally like to possess, i.e. a representation of hopes, aspirations, or wishes" (p. 320) and the ought self was explained in Higgins (1987) as the "representation of the attributes that someone believes you should or ought to possess, i.e., a representation of someone's sense of your duty, obligations, or responsibilities" (p. 320). Possible selves, in particular, the ideal selves and ought selves, are usually called as future self-guides or academic self-guides as they are likely to regulate future behavior (Higgins, 1987).

Dörnyei's L2 motivational system (2005) echoes Markus and Nurius (1986) model as well as Higgins' (1987) model in the sense that the language learner attempts to minimize the difference between ideal and ought -to selves. In a similar vein, Dörnyei (2005) puts forward three major constituents of an L2 motivational self-system: ideal L2 self, ought- to self and language learning experience.

Ideal L2 Self

As Dörnyei (2009) noted, imagination or dreams about the future fuels people in almost all aspects of life. Prominent figures such as leaders, athletes, poets, artists or composers are inspired both by others and also inspire people. That is why, Dörnyei (2005; 2009) places a central role in the impact of imagination in language learning as well. Researchers hold different perceptions about the meaning of ideal L2 self but in simple term, it concerns one's self image to be a competent L2 learner (Dörnyei, 2005; Munezane, 2015; Öz, 2015). Ideal L2 self is defined as "representation of all the attributes that a person would like to possess (e.g., hopes, aspirations, desires)" (Csizer & Dörnyei, 2005, p. 616). Dörnyei (2005) also adds to the definition by referring to individual's aspirations, goals and wishes for future language learning. Dörnyei (2009) alleges that ideal L2 self serves as a strong drive to learn a second language as the learners aspire to abolish the "discrepancy between their actual selves and ideal selves" (Dörnyei, 2005, p.217). He also points out the same common points between traditional integrative and internalized instrumental motives and ideal L2 self. To this end, ideal L2 self is explicitly pertained to long-term goal setting, volition and goal achievement (Dörnyei, 2009).

Ideal L2 self has a positive connotation as it is labeled as promotion-focused. Such learners with a high level of ideal L2 self tend to focus on improvement, growth and they regard their goals as hopes, aspirations or ideals.

On motivational path, some scholars seem to be more on the internalized side; whereas, some favored more of instrumental purposes for ideal L2 selves. On the one hand, Kim (2009) regards the learners with ideal L2 self as internally motivated, meaning that learning English incorporates certain emotional significance and such learners personalize its value so that they can internalize why they learn the language (Kim, 2009). On the other hand, researchers such as Munezane (2015) specifies the term by stating that if there is an ideal person we wish to speak an L2 like him /her or if there is an ideal person we would like to travel with or do business at an international platform, the ideal L2 self is a powerful drive to learn or acquire the second language. This might result from the fact that we have a tendency to minimize the gap between our actual selves and

the ideal selves. This definition is quite relevant to instrumental aspect of the motivation. In both sides, learners endeavor to reduce the gap between their ideal selves and the actual selves if they are motivated enough.

In the motivational framework of Csizer and Dörnyei (2005) as well as Dörnyei (2005), they put ideal L2 self at the center of motivated L2 learning behavior considering that learners aim to minimize the gap between the two points.

Ought-to Self

The *ought-to self* concerns “attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes ”(Dörnyei, 2005, p. 106; Dörnyei, 2009, p. 29). This dimension, as the name suggests, tends to be more extrinsic and comes from Higgins’ ought-to self (Higgins, 1987). In line with the original definition, Dörnyei and Chan (2013) point out that perceived responsibilities, expectations of other people, and obligations might seem quite different from a person’s own desires and wishes.

Teimouri (2017) suggests that ought-to self is quite culture-bound; that is, learners from eastern countries could not regulate their persistence over their learning as they are affected by the society to a great extent; however, the ones from western countries are likely to be affected by social pressures less, thereby being influenced by ought-to self less.

Although both ideal L2 self and ought-to self attempts to settle down the conflict between the present state and the future state, they have different foci. While the ideal L2 self bears “promotion focus, concerned with hopes, aspirations, advancements, growth and accomplishments (that is, approaching a desired end-state)”, the ought-to self-has “prevention focus, regulating the absence or presence of negative outcomes, concerned with safety, responsibilities and obligations (that is, avoidance of a feared end-state)” (Dörnyei, 2009, p. 28). Dörnyei (2009) also adds that ideal L2 self stresses gains and nongains; on the other hand, ought –to self underlines losses and non-losses (Teimouri, 2017). Kim (2009), however, does not see this distinction as crystal clear, alleging that ought-to self can change into ideal L2 self if the learner can internalize the purpose. S/he could achieve this by perceiving the importance of L2 proficiency and view the

future self image as a competent language user. Therefore, she asserts that self images are changeable and transferrable like motivational status by attaching a personal value to the learning process.

All in all, these two motives or future self-guides trigger learners to a great extent in language learning process; however, Magid (2011) reminds some important points about these guides to be a successful and effective motivator:

The L2 learner has a desired future self-image

The future self should be sufficiently different from the current self

The future self-image is elaborate and vivid. This could be done through self-reminders by using self-relevant events.

The future self-guides are plausible: This is about to what extent the learner sees the goal likely or unlikely

The future self-image is not perceived as comfortably certain

There is harmony between the both future self-guides: As learners are sometimes affected by peer-induced goals, they might get confused with their peer's goals and their own.

A set of specific pre-developed action plans or strategies are needed (p.108-111).

With the increasing number of studies focusing on the possible relationship between future self-guides-ideal L2 self and ought –to self, it was revealed that they are quite interwoven with self-efficacy (Dörnyei, 2009) and perceived control (Dörnyei, 2009). That is why, the present study will look into a potential connection between future self-guides and causal attributions, which are closely related to self-efficacy of language learners (Erten & Burden, 2014; Hsieh, 2004).

L2 Learning Experience

The last dimension of L2 Motivational Self System by Dörnyei (2005) is L2 learning experience, and it refers to “the situation specific motives related to the immediate learning environment and experience” (Dörnyei, 2009, p. 29). (Munezane, 2015) exemplified it by referring to the positive feeling of success or the pleasing and enjoyable aspect of a language class. These motivational

reasons could cover “the effect of the L2 teacher, school and classroom environment, peer group, curriculum and so forth” (Csizer & Dörnyei, 2005, p. 617). Compared to the future self-guides, this dimension might be context-specific and learning environment needs to be considered for the learners’ motivational orientations. This aspect of the L2 motivational system needs further research and validation (Dörnyei, 2005; 2009).

As Öz (2015) points out, this theoretical model offers possibility for more power, autonomy and agency on the part of the learners in L2 learning. Considering these benefits, The L2 Motivational Self System has been commonly examined and validated in a number of countries such as Hungary, Saudi Arabia, China, Japan, and Iran (Al-Shehri, 2009; Ryan, 2009; Taguchi, Magid, & Papi, 2009). To exemplify, Dörnyei and Chan (2013) explored whether learners’ characteristics are linked to sensory and imagery aspects with their future self-guides. They also shed light onto the way these factors are related to learning achievement in two different languages. The results show that there exist statistically significant relationship between intended effort and grades and future self-guides. The striking result of the study is that the learners with a strong imagery capacity have the potential to generate effective future identities. Chan (2014), in his dissertation, later put the same emphasis on the strong relationship between vision and the visual capacity of the learners and also the higher motivational level of such learners by employing mixed method research from different perspectives, embedding retrodictive qualitative modelling (RQM), interviews and experimental intervention.

Teimouri (2017) conducted a research exploring a different causal relationship between future self-guides and their emotional outputs. While anxiety was found to be related to ought –to selves; joy was revealed to be linked to ideal L2 selves. The interesting point in this study is that shame was found to be connected to all three components of L2 motivational self-system including ideal L2 self, ought –to self and language learning experience.

A very recent study by Roshandel, Ghonsooly, and Ghanizadeh (2018) on L2 motivational self-system has shed light onto the relationship between this motivational framework with students’ self-efficacy. The results yielded that there is a strong correlation between ideal L2 self and self-efficacy scores of the

learners. Furthermore, ideal L2 self was found to be the best predictor of self-efficacy in the study. Ought-to self scores were not found to be related to achievement scores at a statistically significant level. The results are in line with Dörnyei's (2005) motivational model, which could help teachers to promote ideal L2 selves in language classes.

In very recent studies, the model has been studied in an attempt to motivate the learners and to make their future self-guides vivid by putting an emphasis on visualization and vision training.

Vision Training

With a great interest in ideal and ought to selves of language learners, researchers have started to find ways to guide students to have a clearer future self-guide so that they can increase the current level of motivation and their achievement in language learning. The aims of these interventions seem to revolve around similar objectives including helping learners develop aims as well as their own strategies to attain their goals, promoting self-efficacy in relation to academic life, and also improving communication and active listening skills (Magid, 2011; 2014).

These goals are tied in neatly with the overall benefits of vision training. First and foremost, as it tries to connect past experiences with the future goals, it enhances recalling skills of the participants, relieves stress, fosters creativity and improves imaginary skills (Chan, 2014). Besides such personal development, the vision training could also contribute to the improvement of four macro skills in language learning-including reading, writing, speaking and listening. It might also add up to the vocabulary knowledge (Chan, 2014; Magid, 2011). Dörnyei (2009) and Chan (2014) also added that imagery, central core of the vision training, plays a pivotal role in people's emotion, behavior and cognition. The upsides of vision training definitely incorporate higher motivation (Dörnyei, 2009; Magid, 2011) or setting clear and feasible goals through well-designed interventions. This benefit could automatically bring about expending more effort and may put this motivational orientation into practice. The bottom line here is to convince the learners to believe in the power of imagery and its link to the reality. While connecting these two ends, learners need to be guided to set individualized goals

and instructional support as noted by Ushioda & Dörnyei (2009). Last but not least, while promoting ideal L2 self for these different reasons, the conductor of the intervention or the teacher needs to pay close attention to the congruence of ideal L2 self with ought-to self. Since learners, in particular young participants could be influenced easily by their peers (Dweck, 2006).

Although researchers implemented different protocols, aims as well as content of them are intertwined. For example, Magid (2014) exploited poems and songs to get students to be motivated in general. Then, he provided learners with different scenarios including settings for academic life, work life, relationships ... to imagine about. After having them close their eyes and imagine these situations, he asked the learners about how they felt and had them do some speaking or writing activities to reflect upon. After preparing the learners to visualize and dream about their goals, the researcher wanted them to determine their goals to realize these dreams. Hereby, he tried to approximate the future self and actual selves of the learners (Dörnyei, 2005) by promoting motivated behavior and effort. In Magid (2014), he also implemented a different method to promote ideal L2 self of the learners. He asked them to bring a photo of their role models and he tried to connect these people with the learners' English learning or achievement of their goals as suggested by Hadfield and Dörnyei (2013). Magid (2014) also had them imagine travelling in a time machine where they could go to the past and the future. This way, students could make use of their five senses and feel the reality of this imagination activity. In one of the scenarios, he got students to imagine a classroom environment where students could feel self-confident and successful in an English class. In addition to supplying scenarios of the learners, as Hadfield and Dörnyei (2013) suggest, learners could also create their own scenarios, which would make more sense to them, or could interview their family members or people they want to take as their role models. This way could involve more students and the process could be more personalized.

These are only example content of vision training; however, the researchers or teachers need to take some points into consideration to make the interventions more effective. For instance, students need to understand the importance of imagery in achieving their goals; that is, they must not have any doubts about this training. Secondly, vision activities such as using scenarios entailing the use of

seeing, smelling, hearing, feeling or touching could precede the activities (Dörnyei & Chan, 2013; Munezane, 2015) specifically related to English learning, hence learners could be guided to imagine before they start the real training (Chan, 2014). Also, comfortable, quiet and safe environment is a must for effective vision training. Another requirement related to vision training is to help learners set imminent goals rather than remote goals so that the intervention could be persuasive on their parts (Chan, 2014). In addition, to prolong visions of the learners, they could be encouraged to write their own imagery script and carry them with themselves. It could be a good idea to have them check these from time to time in and outside the classroom. Language counseling sessions probably contribute to decreasing the discrepancy between the actual and the ideal selves as suggested by Higgins (1987). The goals set during the sessions need to be time-framed and they need to be reminded or referred at times.

Vision training protocols, their potential impacts on the motivation and other individual variables have recently attracted the attention of the researchers. In the following section of this part, some cutting edge program promoting L2 motivational self-system in empirical studies of some scholars will be introduced:

Magid (2011) explored whether an intervention program he developed motivates the participants at a British university by allocating more time and expending more effort into the process of learning English through developing their vision of ideal L2 self in his dissertation. After the intervention, 31 international students from China helped them to get more willing to learn English and also to feel more confident. Ideal L2 self of the participants were also strengthened because of the program and their goals as well as vision for the future could become more vivid and elaborate.

Magid (2013) also developed another vision training program for elementary school students to motivate them by helping them to put more effort and time in the language learning process. He administered a number of questionnaires and interviews to present the motivational changes of the learners. The researcher invited less motivated and less confident learners to the sessions/workshops he designed. The study had pre- posttest design by comparing experimental versus control group. By making their ideal L2 selves and their goals clearer and specific during the treatment sessions, the researcher found out that the learners held a

positive attitude and a feeling of confidence compared to the control group. While the majority of the learners (90%) became more motivated, more confident in their English, and held more positive frame of mind toward learning English in the experimental group, only 50% of them were motivated, 75% of them became confident in the control group. Similar to the experimental group, 90% also displayed a positive attitude towards learning English.

In her recent study, Munezane (2015) investigated the impact of goal setting as well as visualization interventions to contribute to EFL Japanese learners' Willingness to Communicate (WTC). The results revealed that visualization or vision training did not directly help the experimental group to enhance their WTC compared to the control group. When visualization was done with goal setting, the increase of WTC scores were at a statistically significant level compared to the sole visualization group and were quite larger than the control group WTC scores.

Motivated Behaviour and Effort

In a language learning context, effective instructional methods, teacher or the environment or positive sides of the learners such as aptitude or effort do not account for or ensure the best learning environment as motivation can make up for a great number of deficiencies in this process (Dörnyei, 1998). The success of any action rests upon the extent to which individuals struggle to achieve their aims, by having a great desire to do so (Veronica, 2008). Although this is usually called as motivation, the *motive force* which needs to ignite or initiate action. That is why, although motivation is regarded to be linked to volitional, it also needs to induce somebody to take a course of action to attain their goals or desires.

This is also reflected in Williams and Burden (1997) who define motivation as "a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort" (p.120). In this vein, both the intellectual as well as affective aspects merge, which in return is converted into what is known as motivated behaviour. This shows that solely a great desire does not suffice; similarly, putting a great amount of effort is not enough to create a motivated behavior (Williams et al.,2015). These two key components need to go hand in hand.

Similar to the proverb *action speaks louder than words*, in language learning motivation could be operationalized by the actions. Motivated behaviour and effort means whether the learners take real actions and put an effort to learning the language, whether they have a desire to learn it or whether they value this learning process (Dörnyei, 2005).

Motivated behavior is affected by the two theories which form the basis of this study: Attribution theory and L2 Motivational Self system theory. As Weiner (2018) maintains, beliefs about the past and learners' basis of causal dimension shape their subsequent actions, so motivated behavior is directly linked to achievement attributions. On the other hand, Dörnyei (2005) also emphasizes that his latest motivational framework including future self-guides (ideal and ought-to selves) paves the way for motivated behaviour and effort. Oyserman and Markus (1990, p.113) explains this premise by stating that 'specific and vivid senses' are assumed to be central components of possible selves and are instrumental during the motivational and goal-setting process. Mental representations or mental simulations make events seem real and feasible as they usually take place within the reality, and in this way they could become powerful motivators in order to self-regulate behavior (Al-Shehri, 2009). As noted in Dörnyei & Ushoida (2013), it is the power of imagined reality that is pivotal to gaining insight into how possible selves could be formed and how they might impede motivation. In sum, the L2 motivational self-system is quite linked to motivated behavior (Al-Shehri, 2009; Dörnyei & Ushoida, 2013).

Dörnyei (1998) stresses the importance of action and effort in motivation by stating that:

The proof of the pudding is in the eating', the proof of motivation is in displaying it in action-hence the importance of the 'desire' measure, which directly taps into the individual's wish to perform the action; and, even more directly, the 'motivational intensity' measure that explicitly focuses on motivated behavior (p.122).

The strong bond between ideal L2 self and motivated behavior is also validated in some empirical studies (Papi, 2010; Taguchi et al., 2009). Language learning experience as the third component of L2 motivational self-system and

ideal L2 self are the best predictors of motivated behavior and effort. As Tort-Calvo (2015) noted in her dissertation, ought-to self, in contrast to ideal L2 self, is a weak predictor of intended effort. That is why, promoting ideal L2 self by downplaying ought-to self could be an optimal way to trigger motivated behavior among the learners.

To be able to sustain the motivation as proposed by Williams and Burden (1997), a language learner should expand the motivation from the cognition, beliefs (Weiner, 2018) and the feeling of pleasure to action as well as effort. In such a way, s/he could approximate the distance between ideal L2 self and ought-to self (Al-Shehri, 2009) and the level of the motivation may not be limited to the beliefs of the learners.

Conclusion

Given that certain studies have been carried out to investigate achievement attributions in academic contexts and future self-guides, the present study aims to reveal the level of participants' causal dimensions, attributions and future self-guides. Additionally, it tries to find out potential relationship between attributions and future self-guides and motivated behavior and effort in an as-yet-unexplored context of EFL. Also, it will try to reveal whether a new attribution retraining model contributes to the change of perceived attributions for the learners' success, their future self-guides and motivated behavior. In this vein, the following section will describe how the research is designed with reference to the participants, instruments, procedure for data collection, data analysis procedures and scale development processes.

Chapter 3

Methodology

Introduction

The first aim of this study is to shed light on the relationship between attributional beliefs, future self-guides and motivated behavior and effort. Also, the present study mainly focuses on the effect of attribution retraining program (AR) on EFL learners' attributional causes and dimensions in a quasi-experimental and pre-posttest design. In this design, the researcher aims to recruit participants in experimental and control groups by employing a purposeful sampling of maladaptive attributional style. Also, the study seeks to find out whether AR has a role in changing ideal L2 selves, ought- to- selves and also motivated behavior and effort of the EFL learners at the university level. The study was carried out in the School of Foreign Languages (SFL) at Middle East Technical University (METU), Ankara, Turkey in fall semester, 2016. The research questions are as follows:

1. To what factors do the Turkish EFL learners attribute their exam performance in English language learning?
2. Does students' perceived level of success influence the attributions they make for their latest exam scores?
3. Do students with a high level of future self-guide (ideal L2 self and ought-to-self) differ on their causal attributions for the latest exam scores?
4. a) What is the relationship between attributions, ideal L2 self, ought -to self, motivated behaviour and effort?

b. Is it possible to predict students' previous and future achievement by means of their attributions, ideal L2 self, ought- to L2 self and motivated behavior and effort? If so, what are the best predictors?
5. What is the effect of an attribution retraining program on EFL learners' causal attributions?
6. What is the effect of an attribution retraining program on EFL learners'
 - a. ideal L2 selves?

b. ought- to selves?

c. motivated behaviour and effort?

In this study, mixed method approach was employed as it promotes the strengths of both qualitative and quantitative methods, and also one of these methods could compensate the others' disadvantages (Dörnyei, 2007). The main disadvantages of these two methods are mentioned distinctively by Dörnyei (2007) as qualitative researchers criticize the quantitative ones as *reductionist*; whereas, the latter regards the former as too *context –specific*. At this point, mixed method approach could contribute to the more robust results in the current study, thus offering a more valid picture of the design. Multiple level analysis as well as reaching larger audiences were also considered as one of the main upsides of mixed method approach (Bell, 2005).

Considering these two main positive aspects, the researcher decided to design the descriptive part of the study by employing an explanatory mixed method approach. For the first research questions, the researcher collected the main data with the help of the scales (see Appendix F, G, H); in addition, she asked the participants' causal attributions in the open-ended questions. For the second, third and the fourth research questions, the researcher mainly used quantitative ways to explore the results. On the other hand, she designed the experimental part of the study in such a way that one overarching question could be answered employing both quantitative as well as qualitative methods during the pre, while and post phases of the experiment which conforms to the embedded mixed method design (Creswell & Clark, 2007). To explain, the researcher mainly collected data from the scales and open-ended questions (see Appendix I) before the treatment, she also supported it with the session handouts (see Appendix K, L, M, O, P, R, S, T)-referred to when needed during the analysis- questionnaire for the session feedback (Appendix W), reflection forms (see Appendix J) from the control group during the treatment. After the AR sessions ended, she gathered the data on the basis of scales, open-ended questions and interviews.

Among the mixed method approaches, embedded designs are reported to be quite effective in experimental designs as one data set provides a supportive, secondary role in the study (Creswell& Clark, 2007). To illustrate, researchers

could embed a qualitative strand within quantitative experiments to consolidate the experimental design. Taking this into account in order to address the overarching research questions (research question 5 and 6), the researcher tried to reveal the effect of AR protocol, if any, in the present study with the help of scales, interview, reflection papers and open-ended questions before, during and after the treatment. In addition to all the advantages of mixed methods, the main contribution of such a method, specifically, is to enable the researcher to have a balanced way of collecting data, i.e. one does not have priority over the other (Creswell and Clark, 2007). Additionally, this kind of a method solidifies the findings from different angles throughout the process. The research design of the present study is illustrated in the figure below:

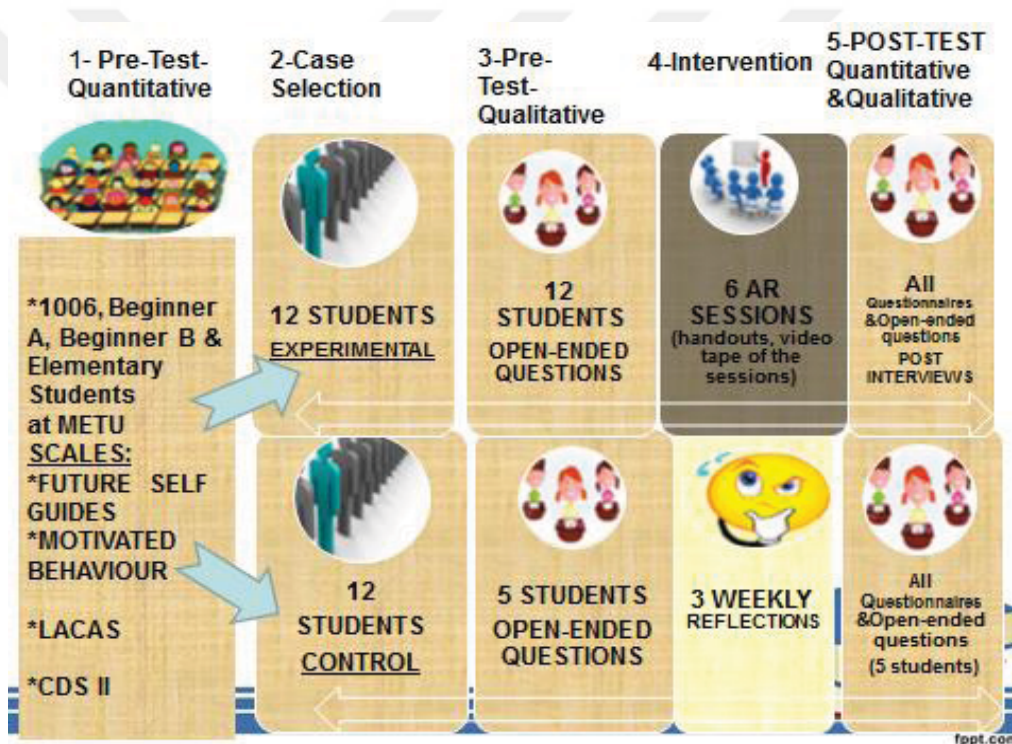


Figure 1. Research design in the main study

This chapter describes both the pilot study as Phase 1 and the main study as Phase 2. Each phase will be presented with respect to the participants, instruments, data collection and analysis methods.

Phase 1: Pilot Study

The pilot study was done to check the reliability of the scales, to develop Language Achievement Causal Attribution Scale (LACAS), to try out the 4- step

condensed AR model (3 sessions), so the research design was not as detailed as in the main study. However, the results found in the pilot study provided great insights into the main study. The details will be presented in this chapter of the *Pilot Data Analyses and Implications of the Pilot Study* part in this chapter. Here is the outline of the pilot study:

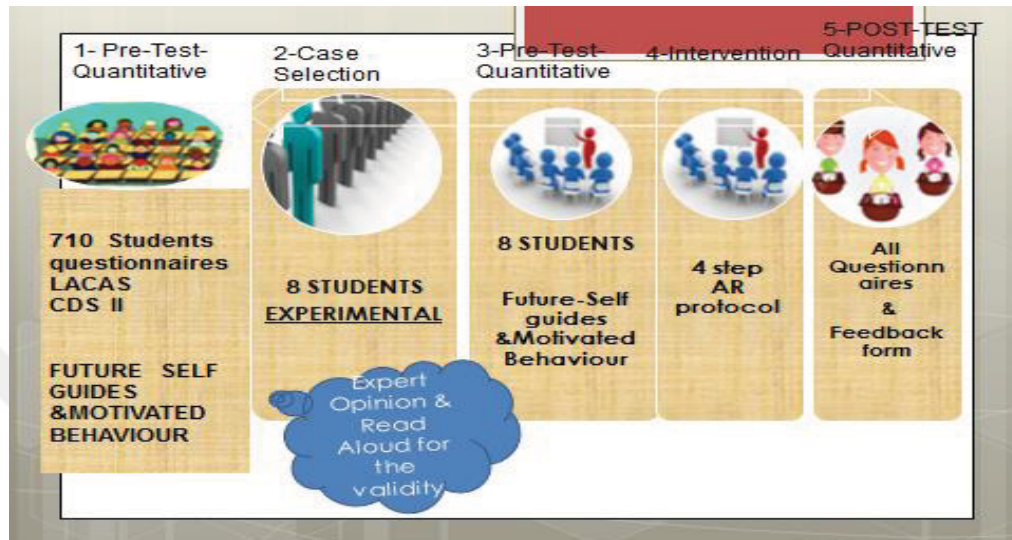


Figure 2. Research design in the pilot study

Setting and participants. The pilot study was carried out in the School of Foreign Languages (SFL) at Middle East Technical University (METU), Turkey in the spring semester of academic year 2015-2016. Students are given a placement test in the beginning of each academic year and are placed in five different levels in accordance with their scores in this exam. The levels are named as *Beginner, Elementary, Intermediate, Upper-intermediate and Advanced*. 710 students at the elementary group were recruited and used as the participants in the pilot stage of the study. The researcher administered the first version of the Language Achievement Causal Attribution Scale (LACAS) and Causal Dimension Scale II - CDS II to 767 students at first; however, she disregarded the ones who had missing or inconsistent responses in the scales during the analysis stage. The researcher employed a convenient sampling considering the higher number of the students in the elementary level in the school and the fact that they were low achievers. These students were only given attribution scales, i.e. CDS –II (see Appendix B) and LACAS (see Appendix C) to reveal their attributional styles and also to pilot the first version of Language Achievement Causal Attribution Scale (LACAS), which was developed by the researcher and her advisor (see Appendix

C). Among these 710 students, only 12 of them with the maladaptive attributions were determined based on if they have a higher score in external control dimension (based on CDS-II) or whether they have a high score in such uncontrollable attributions as *Ability, Teacher and Luck* attributions. *Task Difficulty* was not included in the selection process as the mean scores for the midterm were quite high (Mean =72.62/ 100). The gender distribution of the participants in the pilot study is shown in Figure 3 below:

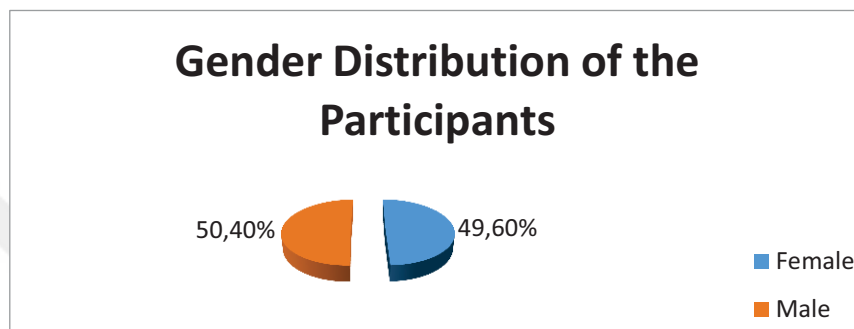


Figure 3. Gender distribution of the participants in the pilot study.

These 12 students were invited to three attribution retraining sessions, but only 8 of them completed the AR sessions. These students were also given future self-guides scale and motivated behavior and effort scale (Taguchi et al., 2009) as pre-tests before they took part in the AR sessions. The low number of the participants is a preferable case for AR (Haynes et al., 2009); otherwise, the psychological interventions could not be as effective as expected since they cannot reveal their feelings and beliefs in such an implementation.

Instruments. The questionnaires used in the present study (both in the pilot and the main study) are the primary instruments to collect data from the students. The scales offer certain facilities to the researcher and also to the study: it allows the researcher to contact a greater number of students compared to the qualitative data collection tools; it necessitates less time, lower cost and practicality, and enables the researcher to have the opportunity to make comparisons between and within groups (Oppenheim, 2001). Given these positive aspects of the scales, Fraenkel and Wallen (2006) pinpoint that a representative sample needs to be chosen so that the findings can be generalized to the target population; therefore, it is quite important to select the sample group carefully. The closed items, as used in this study, provide the advantage of reaching a great number of people, which in

turn, increases the reliability of the data (Oppenheim, 2001). In spite of the aforementioned advantages of questionnaires, they are also disadvantageous since researchers have to hold an outsider perspective and they do not consider individual differences (Best & Kahn, 2005). As advantages seem to be overwhelming the downsides of questionnaires, the researcher opts for using different scales to collect the data. She also tried to enrich data from students with maladaptive attributions by giving them open-ended questions as well as reflections to provide a deeper understanding into the study. Here are the scales that will be used in the study:

Language Achievement Causal Attribution Scale (LACAS). Participants' specific reasons for their success and failure in exams were measured by Language Achievement Causal Attribution Scale (LACAS) developed by the researchers of this present study. This scale included fifty two questions (see Appendix C) in the pilot study as its first draft and in this version, learners were asked to report the total score they had received on the first mid-term exam (Midterm 4) in the spring term and how satisfied they were with the result. Depending upon whether the students were satisfied with the result of their exam performance, the level of the perceived success of the students was determined. Next, they were instructed to rate the degree to which they perceived the result of their exam score is due to their *Ability, Situational Effort, Long Term Effort, Difficulty of the Task, Luck, Teacher, Strategy, Interest, Health, Mood, Classroom Environment, School System and Family* (see Appendix C). These reasons were measured on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree". The reliability for the scale was measured as $\alpha = .874$ in the pilot study, which is regarded as reliable enough. The internal consistency of the subscales and the validity of them in the scale, including the pilot and the main study processes, and how they were achieved will be described in detail at the end of this chapter under the title *Scale Development Process*.

Success/Achievement. Students were asked to write their score from their most recent English exam, namely their latest midterm score (Midterm 4) given by class teachers. These scores were also retrieved from academic coordinators of each level to do crosschecking. Midterms are graded by instructors out of a hundred points after they discuss some possible answers in a standardization

meeting held with the other instructors in the same institution. In order to ensure validity and reliability in the midterm exams, the instructors prepare query sheets where they collate all the possible answers and negotiate on the correct answers in a standardization meeting.

These achievement exams namely midterms, are given six times per academic year (Midterm 1, 2, and 3 are administered in the 1st semester, 4, 5 and 6 are in the 2nd semester.) The school tries to test whether the objectives of the school curriculum as regards three macro skills (reading, listening, and writing) and language (vocabulary and grammar) are met. Speaking is also tested indirectly in midterm exams in a dialogue completion or response to a situation section. However, it is primarily tested twice a semester through an oral presentation and a standard speaking test. However, as class instructors give oral presentation scores based upon their discretion or their own criteria rather than a standard rubric, the researcher will not include these scores as reference points for achievement.

Midterms are prepared by a committee of instructors/testers and checked for their reliability as well as validity purposes by some of the experienced and specialized teaching staff. In the marking stage of the exam papers, two instructors rate open-ended questions including students' writing, dialogue completion or response to a situation section to ensure inter-rater reliability. Although students from different proficiency levels are not tested by exactly the same exam, they take midterm exams, prepared specifically for their proficiency level.

Finally, students need to get satisfactory scores (above 65 out of 100) in these achievement tests, midterms, to be considered as successful.

For the data collection of the pilot study, all the midterm scores for all participants were gathered from the school administration in a Microsoft Office Excel document and the researcher transferred the data to the SPSS version 23.0. Midterm 4 scores were used in relation to students' achievement attributions and used as the "success" variable.

Perceived success. Before measuring students' attributions for perceived success or failure in learning English, their perceptions of success considering the

midterm score were evaluated based on a 10-point Likert scale (1=very unsuccessful, 10= very successful) (see Appendix B). This construct was based on how successful students view themselves, which may not necessarily overlap with the reality of their performance but the perception of the students. As causal attribution is based on the perceived causes of the performance, perceived success is also measured in attribution studies.

Causal dimension scale II (CDS II). Participants' attributions for perceived success or failure in learning English will be measured using the CDS-II (McAuley et al. 1992). The scale has 12 items measuring the subscales of locus of causality (items 1, 6, and 9), stability (items 3, 7 and 11), personal control (items 2, 4, and 10), and external control (items 5, 8, and 12) that are each marked on a 9- point scale (see Appendix B). After employing data from four studies, McAuley et al. (1992) reported the values of internal consistency for the subscales as follows: locus of causality, $\alpha = .60$ to $.71$; stability, $\alpha = .65$ to $.68$; personal control, $\alpha = .71$ to $.90$; external control, $\alpha = .71$ to $.92$. The reliabilities for the four subscales obtained in the present study obtained from the pilot implementation are as follows: locus of causality, $\alpha = .67$; stability, $\alpha = .76$; personal control, $\alpha = .74$; external control, $\alpha = .66$. These scores are acceptable as the number of items is quiet low and the results are similar to previous studies conducted in Turkey (Koçyiğit, 2011; Semiz, 2011).

In an attempt to eliminate any potential language barriers from distorting the implementation of the questionnaires, they were administered to the students in Turkish. For the translation process of CDS II, translation rating method was followed to ensure no major semantic loss or shift comes out between the Turkish and the English versions before administering it to the students. CDS II was translated into Turkish by Koçyiğit (2011) and Semiz (2011). To choose the best semantic synonymy between the original version and the Turkish one, the researcher asked for expert opinion to check it. To begin with, the proximity between the original English version and its Turkish translations in terms of their meanings was tested. To do this, five expert raters having a master's degree in English and studying their PhD were asked to rate the semantic correspondence between each item in the English and Turkish versions on a scale of 10, 10 representing 100% synonymous and 1 symbolizing not related at all. An

examination of raters' responses as to how synonymous the individual items in these two versions was done on a scale of 10. The final version of the translated individual items was chosen based on the highest level of semantic synonymy between the original English version and its Turkish translation (i.e. if the mean score for the specific item among three translations receives the highest score, that specific translated version was chosen). Analyzed in detailed way, raters' responses showed a mean score of 8.77/10, which is at an acceptable level of equivalence. Hence, it is validated that the Turkish version translated for this study overlap the content of each single item of the original CDS II.

Future self-guides scales (ideal I2 self and ought- to self scales). Self-guides of the learners were tested implementing subscales adopted from Taguchi et al.'s (2009) questionnaire. The original version includes many variables such as "ideal L2 and ought-to selves, attitudes to learning English, attitudes to L2 community, family influence, cultural interest, integrativeness and so on" (p.74). Taguchi et al. (2009) report that "most of the items for the sub-components of the scales were based on established questionnaires by Clement and Baker, 2001; Dörnyei, 2001; Gardner, 1985, Noels, Pelletier, Clement, and Vallerand, 2000." (p.74). Among its large number of items, only the ones referring to ideal L2 self and ought-to self, which are 20 in number, will be used in the current study. The translation and back translation has been done by Demir (2016) and also a pilot study was conducted by the researcher of the present study on the translated version to see whether students have any problems with understanding the items.

Dörnyei and Chan (2013) stated having administered Taguchi et al.'s (2009) survey in their research and they reported that Cronbach's alpha score for ideal English self is $\alpha=.78$ and for ought to English self it is $\alpha=.77$ which are both quite acceptable.

Motivated behavior and effort instrument. To test the level of the motivated behavior and effort of the learners, a scale developed by Al-Shehri (2009) was implemented in the present study. The motivated behavior scale has 18 items. In the pilot study, the Cronbach's alpha value of this scale was $\alpha=.89$ which shows that it has a high level of reliability. It has also been used by such scholars as Kim (2009), Kim and Kim (2014), Yang and Kim (2011), as well in its original version or with some adaptations.

Session materials. Session handouts, videotape of the session and the feedback about the sessions were also collected to gain an insight into the students' attributions and vision and then scrutinized to shape the extended attribution retraining sessions in the main study.

Procedures for data collection. This section will have two parts including the data collection procedures for the whole group to do screening of the whole group and attribution retraining for the experimental phase of the study.

Part A: Data collection from the whole group. The data was collected at the School of Foreign Languages (SFL) at Middle East Technical University (METU), Ankara during the spring semester of academic year 2015-2016. Before starting the process of collecting the main data, pilot study was conducted with the Elementary level students of METU.

First of all, consent from all of the participants was received via an official consent form (see Appendix A). The researcher conducted the CDS II and LACAS during class hours for the pilot study; so that she was able to "get the answers immediately, have an opportunity to clarify the points that may be confusing to the respondents, (and) observe the situation under which the respondents fill in the questionnaire" (Ekmekci, 1999, p. 8). Also, the pilot study was conducted to ensure the validity and reliability of the scales as well as the effectiveness of the proposed model of attribution retraining. The number of the participants for the attribution scales of the pilot study was considered as 710 although it was administered to 767 students. Another aim of this pilot stage was also to make sure that these participants could understand the items clearly. During the pilot process, they were encouraged to ask for clarification if they had any difficulties in comprehending the items. They were also informed that their comments on the layout or the wording of the items would be highly welcomed.

Due to the lack of studies about causal achievement attributions in language learning contexts or too specific questionnaires developed for particular cases, no scale was found to cater for the needs in METU context, that is why, the researcher and Dr. Erten added some more items to the questionnaire developed by Erten and Burden (2014) depending on the literature. The 52 items for Language Achievement Attribution Scale (LACAS) and Causal Dimension Scale II

were given to 767 Elementary level students at METU in the spring term of 2015-2016 academic year.

Also, the scales for future self- guides and motivated behavior and effort were piloted in two different elementary level classes by asking students to evaluate the clarity of the items. The questionnaire did not have major modifications and were ready for the data collection in the main study. These questionnaires were only given to 50 students to check the clarity of the questions as the Turkish version of the scale was used at a tertiary level at a recent time (Demir, 2016).

Part B: Attribution retraining (AR) treatment in the pilot study. Giving the LACAS to 767 students in the pilot study, which was considered as *Pre-Diagnostic Assessment* phase in Haynes et al. (2009) AR model, the researcher was able to do screening of all the participants' profile with respect to their attributional choices. After feeding the data into the Statistical Packages for Social Sciences (SPSS 23.0), she selected students with low scores in the latest midterm exam and who had a low level of perceived success ($x < 5$ out of 10). She also selected the ones with maladaptive attributions (who attributed their failure to external, uncontrollable factors in CDS II (Personal Control < 5 out of 9 or External Control > 5 out of 9). The researcher also invited the students who view their performance as linked to uncontrollable attributions such as *Luck, Teacher Task Difficulty or Lack of Ability* ($x > 4$ out of 5).

12 selected students were contacted and asked if they volunteered to participate in the study, they were invited to the attribution retraining sessions the following week, in May. They were also sent ideal L2 self and motivated behaviour and effort scales through e-mails before they attended the sessions for pre-test evaluations. However, only 8 of them completed all the procedures of the data collection. Here is the content of the AR protocol used for these participants in the pilot stage:

Table 3

Content of the Attribution Retraining Program Piloting

Week	Content of the program	Tools/Materials
Week 1	1.Causal Search Activation 2. AR Induction	1.Videos on Failure/ Motivation 2.CausalSearch Activation and Induction Handout (App. K)

Week 2	1. AR consolidation	1a. Customized video shot by METU students (App. N) 1b. Lecture by the researcher 1c. AR writing Assignment(App. M) 1d. AR consolidation handout (App L)
	2. Strategy Awareness	2. English Strategy Handout (App. O)
	3. L2 Motivation	3. Power Point Presentation by the researcher
Week 3	1. Goal Orientation & Setting	1a. Lecture by the researcher – Power point slides 1b. YouTube Video 1c. Goal Setting(Appendix P) and Goal Evaluation (App. R)
	2. Vision Training	2. a. Imagery Script (App. T) 2.b. Activities on Vision Training/Ideal L2 self (App U)
Week 4	1. Post-AR Assessment	1. CDS II, LACAS, Future Self Guides, Motivated Behaviour and Effort
	2. Feedback on the Sessions	2. Feedback forms

Note: Steps and the materials used in that step are parallel.

On May, 5, 2016, the first session focusing on motivation in general and Causal Search Activation component of AR (Haynes et al.,2009), which was conducted with such steps: As an ice-breaker, the researcher designed some activities to get to know each other with the students (e.g. name chain...). Then, she showed a video on YouTube (Motivating Success, 2012) about the famous successful people and how they failed many times before they became a successful celebrity. Later, students discussed what they thought about the video. The researcher made a transition to academic successes and failures. She asked students to discuss why university level students become unsuccessful especially in their first years by identifying the most important three reasons. Afterwards, students discussed why students fail and succeed in language learning in general. Moving onto the specific context to the students' learning environment, the researcher asked the participants to think about the latest midterm exam and asked if any unexpected event occurred during the exam, in which part they felt comfortable and uncomfortable. The researcher, then, asked the participants why they failed in the latest midterm and whether these causes are stable, internal, external or controllable based on the handout she designed. (see Appendix K). An image from this session in the pilot study is illustrated in the figure below:



Figure 4. An image from the pilot study

In the second session on May, 12, 2016, which includes the consolidation component of attribution retraining (Haynes et al., 2009) and strategy awareness, a videotape prepared by a professional lecturer at Visual Arts Faculty, Çanakkale University, Turkey and two actors performing in *ODTÜ oyuncularını/ METU Actors/ Actresses* at Middle East Technical University. The scenario was prepared by the researcher and her advisor emphasizing the use of effective strategies and effort considering the context-specific factors at METU. The video was shown to the participants during the session. Overall, the video was about an experienced teacher talking about his own way of learning strategies when he was a student, also two first year students in METU talking about why they failed in preparatory class (see Appendix N). In this part also, the researcher shared her own experiences as a language learner and a teacher and how she managed to overcome these. After having them watch the videos, the researcher gave the participants a writing task about the videos and her presentation and also how to put the ideas given into their own lives (see Appendix M). In the next phase, the researcher gave a handout (Haynes et al., 2009) full of maladaptive attributions on the left side and adaptive ones on the right side, students were given time to remember the first session last step and brainstorm about the possible solutions to address these problematic causal attributions (see Appendix L). At this point, the researcher gave a handout to the participants to reflect upon their use of strategies

in language learning. The researcher aimed to raise their awareness and added to their existing knowledge by giving some tips (Appendix O). At the end of the session, the researcher delivered a power point presentation to summarize the consolidation points and motivate the students to put more effort into the process.

The third session, held on May 18, 2016, focused on goal orientation and promoting future self-guides especially ideal L2 selves of the learners. To begin with, the researcher gave a power point presentation to the students on how to set Specific, Measurable, Achievable, Realistic and Time-Restrained (SMART) goals. A YouTube video (Startkey Akademi, 2013) explaining smart goals was presented. Students' goals for this week, this month, this semester, this year and the following ten years were asked to write (see Appendix P). They evaluated their partners' goals based on SMART Goals (see Appendix R). Then, the researcher started the session on vision and emphasized the importance of visualization and dreaming about the goals to achieve them, she used two imagery scripts (see Appendix T) adapted from Chan (2014, p.228) and Sampson (2014, p.150). The researcher read out the scripts, and after finishing this part, students wrote about their aroused feelings in the handout (see Appendix U). Students were expected to write about their wills, aspirations, goals and dreams about language learning (see Appendix U) (Sampson, p.162). Then, they were asked to reflect on how far they feel themselves from their ideals (see appendix U). At the end of the session, students were asked to write about action plans for achieving their ideal selves (see Appendix U).

After these sessions, students were also invited to the last step of AR protocol on May 25, 2016 to respond to the all scales given to themselves before the treatment including LACAS, CDS II, future self-guides, motivated behaviour and effort. At this phase, the researcher completed the *post AR assessment* as proposed by Haynes et al. (2009).

After the analysis of the pilot study and the feedback received on the sessions provided, the researcher re-designed the sessions and extended it by adding more activities or changing the existing ones in the main study.

Pilot data analyses. The data was explored quantitatively for the purpose of the LACAS scale development through SPSS 23.0. Also, whether there was a

significant differences between pre and post attribution dimensions, causal attributions, future self-guides and motivated behaviour and effort of both groups of students was examined to explore the effectiveness of the AR treatment through Wilcoxon Signed Rank Test because the number of the participants was only 8 and there was no control group.

As CDS II is a 9-point scale, the mean scores for each variable- *Locus of Control*, *Personal Control*, *Stability* and *External Control*- were used in the analysis. A Wilcoxon Signed Rank Test revealed a statistically significant increase in *Locus of Control* (e.g. Item 1= Point 9: *Your performance something that reflects an aspect of yourself:e.g. effort, ability...* Point 1: *Your performance is something that reflects an aspect of the situation: e.g. luck, task difficulty*) scores after the AR treatment. The findings revealed that the median score on the 50th percentile scores increased from 3.5 in pre-test *Locus of Control* scores to 6.16 in the post test *Locus of Control* scores ($z = -2.386$, $p = .017$) indicating a high effect size of $r = .7$ (Cohen, 1988).

A Wilcoxon Signed Rank Test also revealed a statistically significant increase in *Personal Control* dimension (e.g. Item: 2 = Point 9: *Your performance is manageable by you...* Point 1: *Your performance is not manageable by you*) following participation in the AR program, $z = -2.524$, $p = .012$. The results showed a dramatic rise from the pre-test score (Median=4.16) to the post test one (Median=7.33) indicating a high effect size ($r = .7$). The findings also show that students' scores in *Stability* (e.g. Item 7: Point 9: *Your performance is stable over time*; Point 1: *Your performance is variable over time*), displayed a statistically significant fall after the intervention ($z = -1.960$, $p = .05$). In fact, the median scores in the pre-test decreased from 4 to 2.1 in the post-test, with a large effect size ($r = .6$). Similar to *Stability* dimension, the participants of the AR sessions also displayed a decline in the median score on the 50th percentile from pre-test (Median= 5.16) to the post-test (Median=3.66) in terms of *External Control* (e.g. Item 8: *Your performance is under the power of other people...* Point 1: *Your performance is not under the power of other people*), with a medium effect size ($z = -2.371$, $p = .018$, $r = .7$).

The increase in *Locus of Control* as well as *Personal Control* and the descent in *Stability* and *External Control* suggest that AR protocol in the pilot

phase of the present study might have contributed to students' developing more adaptive causal dimensions and decrease in maladaptive attributions as found in Semiz (2011) study.

The effect of AR treatment in the pilot study with respect to the causal achievement attributions were also explored through successive Wilcoxon Signed Rank Tests. No significant changes were observed in the results except the attribution to *Effort* and *Teacher*. A Wilcoxon Signed Rank Test revealed a statistically significant drop in *Teacher* following participation in the AR program, $z = -2.232$, $p = .026$. The results show a decrease from the pre-test score (Median=4.25) to the post test one (Median=3.5) indicating a medium effect size ($r=.3$). This result probably suggests that students' attribution to the external, uncontrollable, and stable cause, i.e. *Teacher*, might have changed as a result of AR sessions. Another interesting result is that the internal, controllable and unstable attribution to *Effort* seems to have dropped from the pre-test (Median= 3.7) to the post-test (Median= 2.4), $z = -2.533$, $p = .011$, $r = .9$). The reason for this finding might lie in the fact that their awareness about whether they have not studied a lot increased or they might have really put less effort into their learning process during the posttest time. This finding is promising in the sense that students' adaptive attributional style has been promoted by means of the sessions.

Although there were not statistically significant differences between the pre and the post test, as expected, the findings reveal some promising results in terms of the changes in attributions. To illustrate, while the median score on the 50th percentile for the pre-test in *Luck* is 3.25, it decreased to 3 in the post-test, meaning that students might have started to connect their performance with the internal, uncontrollable and the stable factor less, though not at a statistically significant level ($z = -.769$, $p = .442$). Likewise, students' attributions to *Ability* tended to lower after the AR sessions from 2.75 to 2.25, but not at a statistically significant level ($z = -.1185$, $p = .236$). The scores for *Health* is also promising in the sense that the median score for the pre-test 4.16 to 3.33, but not at a striking level ($z = -1.338$, $p = .181$). On the other hand, most of the results show that the students' maladaptive attributions did not change at an acceptable level. For example, students attributions to *Task Difficulty* increased from 3 to 3.1 in the post test ($z = -.776$, $p = .438$), meaning that after the AR sessions, they tended to link

their performance to an external, uncontrollable and stable reason more. Another increase in such external, uncontrollable and stable factors as *Classroom Environment* and *Family* were explored in the results. In fact, the median scores of *Classroom Environment* rose from 3.25 to 3.75 on the 50th percentile ($z = -.169$, $p = .866$). Similarly, the median score of *Family* attribution increased from 3 to 3.75 on the 50th percentile ($z = -.213$, $p = .832$). With respect to *School System*, surprisingly, there was no change in the pre and the posttest median scores (Median= 3.5, $z = -.604$, $p = .546$).

Also, whether there had been any change in future self-guides were explored in the pilot study. The findings indicated that there was a statistically significant increase in the median score of Ideal L2 self on the 50th percentile with a medium effect size after the intervention (Pre-test= 3.7, Post Test= 4, $z = -2.106$, $p = .035$, $r = .7$). Pertaining to ought to -self, the median scores fell from 3.1 to 2.8, but not at a statistically significant level ($z = -.681$, $p = .496$). Last but not least, motivated behaviour and effort scores were also affected slightly positively by the participation of the AR pilot study. The median scores increased from 3.44 to 4.16, though not at a statistically significant level $z = -1.840$, $p = .066$).

Implications of the pilot study. Based on the results of the pilot study and also students' feedback on the pilot study, some changes were made in the main AR protocol. Drawing upon the results, the AR protocol did not change much in terms of the causal dimensions as most of the changes were in favor of the adaptive attributional style after the intervention. However, in terms of causal attributions, the researcher added some specific aspects or took out some parts in the AR protocol of the pilot study. To illustrate, as the attribution to *Teacher* changed in the desired way, the components of the AR sessions did not change to a great extent. In terms of *Effort*, the researcher added more specific and solid scientific results in the impact of working hard in language achievement. Also, she included more strategies, how to study each skill, and the importance of self-study outside the classroom through the use of videos and a freshmen student (she was also a participant in the pilot study of AR sessions who came to the AR consolidation session of the main study, talking about her own experiences in the preparatory class). To decrease the attribution to *Luck*, the researcher gave some information about the low effect of *Luck* in academic studies and language

learning process by the use of videos on the internet and the updated version of AR consolidation video and sayings of celebrities to motivate them. Also, she added some scientific information about the effect of language aptitude and introduced them with the idea of language potential instead of a stable conceptualization of language ability. Also, she showed them a short documentary on the effect of ability in language learning compared to *Effort*. As *Health* issues might be serious problems and requires specialists, students were directed to Health Center, where they could get professional help in terms of both physical and psychological problems at the campus. They were provided with the contact information. With respect to *Task Difficulty*, students were provided with the statistical information on the first midterm exam scores and they were given information about the item difficulty analysis of the school administration did for the exams so that the researcher tried to convince the participants about the optimal difficulty of the exams. In terms of *Family*, no changes were made as it is a private issue, but the researcher tried to lead students to a center of the university, where they could get some individual psychological counseling by the experts. As there was no change with regard to *School System* after the pilot study, the researcher explained the rationale behind the rules and regulations, exam procedures, syllabus and the program based on language learning process in the literature and tried to find practical solutions to the problem of the students in the main AR sessions. The researcher also added some more causal attributions such as *Adaptation* problems into the customized scenario of the video shot again specifically for this study and added to the Causal Consolidation stage of the AR protocol. In the feedback forms of the pilot study, the video was found to be ineffective because of the sound quality; therefore, the video was shot again for the main study. The scenario was also shown to three different students who previously studied in the preparatory program of the school three years ago. These students proofread the plot and gave feedback on the content and the authenticity of it. The scenario ended up the latest version in (see Appendix N)

The results concerning ideal L2 self and the motivated behaviour led the researcher her keep the relevant AR sessions as they were in the pilot study. However, based on the students' feedback and demand in the pilot study and the related literature, she invited a graduate student to show the AR participants a live

and real example to promote their ideal L2 selves and motivated behavior. However, she added an extra activity in relation to ought-to self to have student be aware of the overwhelming importance of ideal L2 self over ought-to self adapted from Hadfield and Dörnyei (2013) (see Appendix V). She also added a component on how to set feasible goals and to put them into practice by showing students how to plan their studies in order to foster motivated behaviour and effort adapted from Hadfield and Dörnyei (2013). (see Appendix S).

Phase 2: Main Study

The main study was conducted in the academic year 2016-2017 Fall semester in the same context.

Setting and participants. In the fall term of the academic year 2016-2017, as a part of needs analysis procedure in progress, the school administration made some changes in the level divisions in the school profile and decided to split them into five levels: Beginner A, Beginner B, Elementary, Intermediate and Upper-Intermediate, respectively. A further separation was made at the beginner level, between the ones, who followed the regular curriculum as Beginner B and the other group, namely Beginner A –true beginners-, who started from scratch and followed a very similar syllabus to Beginner B level students as the semester went on. The students at the Beginner A, Beginner B and Elementary level were the participants in this study. There is a rationale and there exist some underlying reasons for implementing the data collection procedures in these level classes in SFL at METU. One main reason is that it is likely that unsuccessful and motivationally-at-risk students, i.e. students who need AR, are easier to identify in these groups, meaning that they are particularly likely to develop maladaptive attributions and suffer motivational and performance problems. In the pilot study, it became difficult to identify the students with the maladaptive attributions on the part of the researcher only in the elementary group. Still another reason for this choice is that previous studies propose that AR is especially suitable for the first year university students as they may have some adaptation problems in terms of their transition from high school to university life (Haynes et al., 2009). Another significant cause for the choice of these participants is that there have been a great number of students registered at this level classes for the last five academic

years (e.g. about 2000 students out of 3500 at the Department of Basic English in the 2016-2017 academic year); in other words, it is possible to collect more enriched data and variety of ideas from this group. The targeted number of the participants for the main study is 1006. One last cause of choosing lower achievers is that it would be easier to examine their attitudes as they had not received any instruction focused mainly on English language learning before, thus they were less shaped in terms of their proficiency and beliefs compared to the other groups.

The participants were directed such demographic background questions as their gender, their department, how long they had been learning English, their primary school type, and high school type (see Appendix B).

The gender distribution across the participants is shown below:

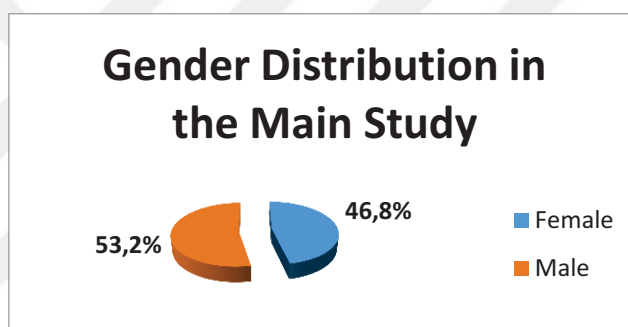


Figure 5. Gender distribution in the main study

As to the other analysis of demographic information, the mean score for their experience with English learning was found to be 8.5 years during their 12-year compulsory education. 90.1 % of the participants reported to have had their primary school education in state schools; whereas, 8 % of them stated to have received it in private schools. As for the high school, the private school graduates have increased to 21.8 % while the state ones are found to be 78.2 %.

As for the participants for the attribution retraining, they were chosen among 690 students including Beginner B and Elementary level students. The reason why the researcher did not include Beginner A students is that their class hours lasted for virtually a whole day, so students did not want to participate the sessions after a loaded instruction day and the school administration did not allow them to attend the training instead of their regular class hours. The participants for the AR sessions were selected on the basis of some criteria, meaning that those with

maladaptive attributions were filtered with the help of SPSS 23.0 (case selection through purposeful sampling). The first criterion was whether they perceived themselves as unsuccessful (perceived success) based on the midterm score (Appendix B & F) and whether they really had low scores in the midterm (success/achievement). The researcher determined high, medium and low scores based on the normal distribution and the frequency patterns on SPSS. Another criteria is that students who had high scores in external control subscale in Causal Dimension Scale (CDS II developed by McAuley, Duncan, and Russell, 1992). Also, they were chosen on the basis of the four main attributions that Weiner (1972a; 1972b) proposed in his original theory: *Ability, Luck, Task Difficulty* and *Effort*. The criteria were not limited to the attributional grounds as the treatment incorporated certain elements of vision training, hence the criteria to choose students from whole group included students having low ideal L2 self and low motivated behavior and effort scores. All the criteria excluding the first one have different cut-off mean scores out of 5 (as it is a 5 point Likert Scale) because the normal distribution and the frequency patterns differ across the sub-scales. The details of the criteria for the case selection are as follows:

Table 4

The Criteria For The Case Selection in AR Protocol

Maximum Point of the Scale	SUCCESSFUL	UNSUCCESSFUL
Out of 100	1.Midterm score < 65 and < 70	1.Midterm score>86
Out of 5	2.Ideal L2 self < 3	2.Ideal L2 self < 3
Out of 5	3.Motivated Behaviour and Effort < 3.16	3.Motivated Behaviour and Effort < 3.16
Out of 9	4.External Control > 4.5	4.External Control >4.5
Out of 5	5. Ability > 3.25	5.Ability < 3.3
Out of 5	6. Effort	6.Effort < 3
Out of 5	7. Luck >3.5	7.Luck ≤ 3.5
Out of 5	8. Task Difficulty >3.5	8.Task Difficulty < 3.6

Note: At least 6 criteria need to be met out of 8 above

Among 690 students (Beginner B= 451 Elementary=239), only 43 of them fit into the maladaptive profile for the AR retraining. While 22 students accepted to participate in the experimental group; 19 agreed to take part in the control group. Eventually, 12 students from the experimental group completed the AR sessions and 12 students could complete the control group tasks. A challenge for the study was the transfer procedures between the levels; that is, the school administration decided to allow students to move from one level to another one through the

midterm scores in the fall semester of the academic year 2016-2017. At this point, students had to drop out the study because of their different class hours in these three levels. In fact, it was difficult to arrange a suitable and common available time for different level classes. The low number of the participant in the AR treatments, however, is quite in congruent with what the literature suggests that the fewer number of participants, the more effective intervention could get “(Haynes et al., 2009). As for the qualitative data, the researcher also sent open-ended questions (see Appendix I) to the participants to get more information about the profile and get a qualitative data before the intervention. The researcher, then, invited the participants to the sessions. 19 other students-control group participants- with the maladaptive attributions were also informed that they were going to be given some questionnaires and would be provided with some open-ended questions (see Appendix I) and reflections (see Appendix J) to be collected weekly without any participation into the sessions designed. The researcher also asked for the consent of students in both groups (see Appendix A).

Instruments. The current study employs a mixed method approach. The starting points in data collection were all the questionnaires and scales used in the pilot study; namely, Success/Achievement, Perceived Success, Causal Dimension Scale II (CDS II), Language Achievement Causal Attribution Scale (LACAS), Future Self-Guides Scale, and Motivated Behaviour & Effort Scale consisting of 87 items in total and the supplementary data emerged from open-ended questions for both experimental and control group in a written format (see Appendix I), interviews with the experimental group and also reflection papers for control group (see Appendix J). Therefore, this study had an embedded mixed method design to address the research questions (Creswell & Clark, 2007).

The researcher will interpret how the qualitative results from the open-ended questions, interviews and reflection papers help to explain the initial and post quantitative results received from the scales in the discussion part. The main variables in the questionnaires are causal attributions (i.e. *Ability, Luck, Effort, Task Difficulty, Teacher, Family, Classroom Environment, Health, School System*), causal dimensions (i.e. locus of control, external control, personal control and stability), future self-guides (ideal self & ought to self), motivated behavior and effort. Achievement/success (measured by the midterm scores) and perceived

success are also major variables in it. For the qualitative data, open-ended questions (see Appendix I) were given to students in both experimental and control groups to explore their perception in detail before and after the intervention. To have a deep insight into the participants' responses in the open-ended questions, the researcher did individual interviews with the experimental group. Also, all students in control group were asked to write a short weekly reflection on their motivation during the session weeks.

Scales. Considering the advantages to using questionnaires as well as scales in the pilot study, the researcher used almost the same scales in the main study. Here are the details about the scales used in the main study:

Language achievement causal attribution scale (LACAS). Participants' specific reasons for their success and failure in exams were measured by Language Achievement Causal Attribution Scale (LACAS) which was developed by the researcher and her thesis advisor. The finalized scale includes 29 items in which participants were instructed to write their recent midterm score and to what extent they were satisfied with the result. Depending upon whether the students are satisfied with the result, perceived success and failure of the students were determined. They were then be asked to rate the degree to which they believed the result of their test was because of their *Ability, Effort, Difficulty of the Task, Luck, Teacher, Health, Classroom Environment, School System And Family* (see Appendix D and G). These reasons are measured on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree". The total Cronbach's alpha estimate of the scale was found to be .87. The Cronbach's alpha estimates for each factor ranged from $\alpha=.76$ to $\alpha=.90$ (*Health*: $\alpha=.83$; *Effort*: $\alpha=.90$; *Ability*: $\alpha=.87$; *School System* $\alpha=.79$; *Teacher*: $\alpha=.80$; *Task Difficulty*: $\alpha=.68$; *Family*: $\alpha=.86$; *Luck*: $\alpha=.72$; *Classroom Environment*: $\alpha=.76$). The process of ensuring the internal consistency and the validity of the scale will be presented separately in detail under the title "Scale Development Process" in accordance with the multiple factor analyses performed both in the pilot study and the main study.

In the experimental design of the present study, the researcher also asked the participants about their attributions on the second midterm to examine whether there is any change in their causal attributions.

Success/ Achievement. Students were asked to report their latest English scores, namely the latest midterm score (Midterm 1) given by class teachers. In this institution, exam papers are marked by the class instructors out of a hundred.

For the data collection of the main study, all the midterm scores for all participants were gathered from the school administration. Midterm 1 scores were used in relation to students' achievement attributions; however, Midterm 2 scores were referred when exploring whether causal attributions could explain their future success (Midterm 2 scores).

Perceived success. Before measuring students' attributions for perceived success or failure in learning English, their perceptions of success in learning English was again evaluated based on a 10-point Likert scale (1=very unsuccessful, 10= very successful) (see Appendix B and F).

Causal dimension scale (CDS-II). Participants' attributions for perceived success or failure in learning English were again measured using the CDS-II (McAuley et al. 1992) in the main study. The reliabilities for the subscales found in the present study are as follows: locus of causality, $r = .69$; stability, $r = .77$; personal control, $r = .74$; external control, $r = .63$ (see Appendix B and F).

Future self-guides instrument. Learners' ideal L2 self as well as ought-to selves were measured using Taguchi et al.'s (2009) scale. In the present study, the scores are a lot higher than the original version i.e., for ideal L2 self, $\alpha=.90$, for ought –to self $\alpha=.87$.

Motivated behavior and effort instrument. The Cronbach's alpha value of it has been reported to be $\alpha=.89$ in the original version and similarly, it is $\alpha=.90$ in the main phase of the study.

Open-ended questions. Exploring the quantitative data, in order to gain a more detailed insight into the 1st, 5th and the last research questions, to find out the underlying reasons behind stakeholders' beliefs and to enlighten whether there existed any change after the intervention, students, both in the experimental group and the control group, were asked some open-ended questions through e-mails or social media before and after the AR sessions (see Appendix I). As Oppenheim (2001) points out, open-ended questions might unveil information that might not be anticipated and these surveys could be less biased when compared to the close

items or Likert scales, offering freedom to the participants (Creswell & Clark, 2007). It would also be easier to collect the written data after the analysis of a large quantitative data in a short time. Hence, this way of qualitative method was adopted by the researcher to present a different and a deeper perspective to this study. At first, eight main questions were prepared by the researcher on the basis of the causal attributions, the causal dimensions, future self-guides and motivated behavior of the learners in the questionnaire. The open-ended questions in the post test additionally included attribution scales (both CDS II and LACAS) to explore participants' causal attributions for the following midterm. The questions of the open-ended questions were revised on the basis of the feedback received from the advisor and peers pertaining to the comprehensibility, relevancy and the difficulty of items (see Appendix I). The updated 18 open-ended questions were used as explanatory or supplementary to the quantitative data (Creswell & Clark, 2007).

Interviews. Dörnyei (2007) claims that interviews are viewed and used as “versatile research instrument” and is the most often used method in qualitative inquiries despite the availability of many research methods for applied linguists (p.146). As Oppenheim (2001) proposes, interviews could reveal unpredictable information and they are less one-sided. Similarly, according to Bell (2005), “a skillful interviewer can follow up ideas, probe responses and investigate motives and feelings, which the questionnaire can never do” (p.157). As the topic of the present study is motivation and success attributions, interviews are considered to pave the way for revealing individual participants' belief systems in a deeper way.

After the AR sessions ended, the researcher had a preliminary analysis for the post tests, i.e., scales as well as open-ended responses. She then conducted structured interviews with the 12 students in the experimental group to learn more about them, their responses regarding attributions, ideal L2 self, motivated behavior and effort. The aim was to get more insight into students' responses in the open-ended questions as some students could not express their thoughts well enough in a written way. The researcher did a preliminary analysis on the open-ended questions and prepared customized interview questions depending upon the responses of each participant. Follow up questions were also asked to the students depending upon their responses in the individual interviews. When the

researcher recognized an interesting point which a student made, referring to the scales or coming up with a different response during the interview, s/he made an attempt to have the interviewee elucidate on it (see Appendix X). The interviews lasted for 20-45 minutes for each participant.

Each student had customized questions prepared and addressed by the researcher as they might already have explained their motivational causes in the open-ended questions well.

Reflection paper for the control group. Four leading incomplete statements were prepared for the students in control group and they were expected to respond to these questions every weekend throughout the sessions organized. The qualitative data here might track how the control group was feeling and doing for the enhancement of their motivation or attributions during the attribution retraining weeks. This paper was collected through online tools and was prepared to act as self-reports.

Questionnaire and open-ended feedback for the AR. In order to explore whether the AR protocol designed and developed by the researcher could really contribute to the changes of the participants' achievement attributions, future self-guides and motivated behavior, the researcher gave a short questionnaire to the participants after each AR session. They could show their agreement with the items in a 5 point Likert scale and they could also write their own ideas and feelings about the sessions at the end.

Procedures for data collection. The procedures of data collection from the whole group as well as experimental and the control group as a focus group will be explained in two parts. The first part will cover the data collection phases from the whole group and the second part will deal with AR treatment procedures.

Part A: Data collection from the whole group. For the administration of the instruments in the main study, the researcher's colleagues that teach English classes at this school helped the researcher. First, consent forms were given to the students and then the attribution scales-LACAS- and CDS II, future self-guide and motivated behavior scales together (Appendix B & D) were given to 1006 students, including 308 Beginner A, 451 Beginner B and 239 Elementary level students, in November just after the first midterm results were announced during

the fall term of the academic year 2016-2017. The composite instruments found out participants' achievement attributions after the announcement of their first midterm exam scores. Collecting the quantitative data, analyzing them and selecting the students with maladaptive attributions for the training session (the details were given above in the setting and the participants section), the researcher contacted around 43 students and asked whether they would like to participate the study at the beginning of December, 2016. Then, she placed 22 of them in the experimental and 19 of them in the control group randomly. Then, the researcher sent all of them an open-ended question document including questions to gain a deeper understanding of the participants' attributions, their future self-guides, as well as their motivated behavior and effort. From mid-December, 2016 to mid-January, 2017, six sessions on attribution retraining and vision setting were provided for the experimental group. During this period, all the students in the control group were also asked to write a reflection paper on their motivation every week to reveal their motivational changes (see Appendix J). After the intervention/sessions were held (mid-January), all the scales and also open-ended questions were given to students in both groups, i.e., 12 students in the experimental group and 12 students in the control group participated in all the data collection procedures. To obtain more detailed data from the experimental group, the researcher did individual interviews with all the participants. Finally, achievement scores of all participants were obtained from the administrative coordinator of the Beginner A, Beginner B and Elementary level at the end of the academic term.

Part B: AR treatment. After determining the students with the maladaptive attributional style, the researcher invited 22 of them to the sessions. The framework of the AR protocol in the main study is below:

Table 5

Content of the Attribution Retraining Program in the Main Study

Week	Content & Aim of the program	Tools/Materials/ People Involved
Week 1-2	1. Causal Search Activation / Screening	1. Self-Reports & Open-ended Questions
Week 3	1. AR Induction 2. AR Consolidation	1. Videos on Failure/ Motivation & Motivating Success, 2012) 2a. Causal Search Activation and Induction Handout (App. K)

	3. Feedback on the Session	2b. Power point slide including solutions to (mal)adaptive attributions (videos, applications, health support, academic research, study skills...) 3.Feedback Questionnaire(App.W)
Week 4	1. AR consolidation	1a. 1d. AR consolidation handout (App L) 1b.Lecture by a freshmen student 1b. Customized video shot again by METU students (App. N) 1c. AR writing Assignment(App. M)
	2. L2 Motivation	2. Power Point Presentation by the researcher
	3. Feedback on the Session	3. Feedback Questionnaire(App. W)
Week 5	1. Strategy Awareness	1a. Guest Speaker-English Instructor- Power point slides (including applications, websites...) 1b. English Strategy Handout (App. O)
	2. Feedback on the Session	2. Feedback Questionnaire (App. W)
Week 6	1. Goal Orientation & Setting	1a. Lecture by the researcher – Power point slides 1b. YouTube Video (Startkey Akademi, 2013). 1c. Goal Setting(Appendix P) and Goal Evaluation (App. R)
	2. Feedback on the Session	2. Feedback Questionnaire(App. W)
Week 7	1 & 3.Vision Training 2 Short –Term Goal setting	1. a. Imagery Script (App. T) 1.b. Activities on Vision Training/Ideal L2 self (App U) 2. Realistic/Short Term Contracts (Appendix S)
		3. Guest Speaker (Graduate student)
	4. Feedback on the Session	4. Feedback Questionnaire (App. W)
	Midterm 2 (AR Consolidation)	
Week 8	1. Vision Training	1.Instructor's own Language Learning Experience
	2. Downplaying Ought-To-Self	2. Ought-to-self Activity (App. P)
	3. Feedback on the Session	3. Feedback Questionnaire (App.W)

Week 9	1. Post-AR Assessment	1. CDS II, LACAS, Future Self Guides, Motivated Behaviour and Effort Scales(App. B, D, E, F,G,H) 2. Open-ended Questions (App. I)
Week 10 & 11	1. Post-AR Assessment	Individual Interviews (Appendix X)

In the first session, the researcher conducted some ice-breaker activities to get to know each other. She also explained and ensured the students that their expression of ideas or feelings would not be shared with other parties. After having some fun with the activities, students seemed to feel more adapted to the session and the researcher showed them YouTube videos (Motivating Success, 2012) on famous people's failures, then, she asked them how they felt and which success story seemed striking to them. Different from the pilot study, the researcher did not start with general achievement attributions, instead she moved onto students' immediate problems. In the light of this, she continued with their causal attributions for their first midterm exam in detail. She asked them to write down three major causes of their performance in the exam and whether these are internal, personal, external, and stable (see Appendix K). While eliciting their answers, the researcher addressed them to the power point slides she prepared specifically for this session. Based on the feedback from the students in the pilot study and also the responses in the open-ended questions received before the sessions as a qualitative part of the study, the researcher realized that students added different attributions to the existing ones and wanted to see solutions to their problems or maladaptive causal attributions rather than diagnose them only. Therefore, she combined both the causal search activation as well as the induction stage in the AR protocol (Haynes et al., 2009). In addition, the researcher observed the need to address each attribution specifically based on some convincing or scientific data. That is why, the researcher prepared comprehensive power point slides in which students could discuss the reasons behind their own attributions as well as how to address them if possible. The power point slide included some information about whether their attributions were right or valid scientifically. To illustrate, when students referred to the lack of language aptitude, the researcher had them watch a documentary video in which they could understand that effort is of more importance compared to language ability. Also, the researcher summarized some

academic studies exploring whether language aptitude is stable or unchangeable. The researcher tried to have them believe that language aptitude is a potential where students could work on and improve based on some scientific work (Özköse-Bıyık, 2010). Therefore, the researcher also added more attributions to the materials of the pilot study such as anxiety problems, adaptation problems, or how other ODTU/ METU students study to keep up with the hectic pace of the program. To illustrate, she showed a video accompanied by the power point slides in which some ODTU /METU students shared their own motivational problems such as lack of willingness to study, how to study regularly...Also, to address their adaptation problems, the researcher gave them information about the Center for Advancing Learning and Teaching of the university where they could attend specific sessions or the social activities they could attend. Furthermore, to sort out their academic problems such as not knowing how to study English or where to find relevant resources, the researcher showed some online applications and websites where they could easily practice their skills.

For the second session of the AR, the researcher provided the participants with a handout through which the researcher demonstrated a model on how students could alter their maladaptive attributions into adaptive ones. They were asked to write their causal attributions from the first session onto the handout and the researcher put them into groups of three and they discussed how they could overcome these problems and how they could change their perception and beliefs adapted from Haynes et al. (2009) (see Appendix L). The researcher also stated that students could add more to the adaptive attributions or solutions column whenever they wished during the session. Different from the pilot study, the researcher invited a student who was a freshman at the time of the session and she had participated in the AR phase of the pilot study in this research. The researcher had a personal talk with the student and asked her to talk about what kind of changes she had observed in her life, if any, after the preparatory program. She also shared her own experiences about preparatory program and also how English helps her with undergraduate studies. With this, the researcher tried to aim at consolidating their maladaptive attributions of the participants. In her speech, she also mentioned how the AR in the previous year contributed to her motivation and her mistaken beliefs. To illustrate, she stated that she had a misbelief on the

impact of language ability as a major factor in language learning. She placed an emphasis on the importance of putting a lot of effort into the learning process by some strategies. The researcher revised the scenario used in the pilot study based on the feedback received. Furthermore, three instructors working in the same institution and also three undergraduate students who studied in this program a few years ago gave feedback on the scenario. After some revisions, such causal attributions as first year adaptation problems and lack of self-confidence were added to the plot of the customized video, where two students were talking about their preparatory year experience. The customized video was shot again by *ODTU Oyuncuları* - ODTU actors & actresses- in September, 2016. In order to consolidate the adaptive attributions, the researcher showed the video to the participants in the session and asked them to keep striking points in their minds and take them down to their handouts (see Appendix L). To have them reflect on the points in the video and the speech of the visiting student, they were then given a handout where they were asked to write what points were underlined in the videos, whether there were controllable factors for success, how they could put the points in the video into practice in their own language learning process. Last but not least, they were asked to reveal their emotions and how they felt in an exam(see Appendix M) which they failed in this writing task based on Haynes et al (2009). At the end of the session, the researcher asked them to add more solutions or adaptive causal attributions to the handout given at the beginning of the session(see Appendix K). An image from this session is presented below:



Figure 6. An image from the AR consolidation session

Dwelling on the feedback on the pilot study and also the necessity to incorporate strategy training in motivational studies (Dörnyei, 2005; Höl, 2016, Williams & Burden, 1997), in the third session, the researcher invited a colleague to give the participants a lecture on how to study English. The researcher also contributed to the speech. The speaker first talked about how people go through the first language learning process as well as second language learning one. Pointing out the similarities and differences between these two learning conditions, the speaker covered how people could acquire four major language learning skills (reading, listening, speaking and writing) as well as linguistic aspects of the language, i.e. grammar and vocabulary. The speaker referred to each of them by providing strategies and also some online applications where students could access to theoretical information and practice opportunities. She also talked about typical mistakes of the students as solely focusing on Turkish correspondence of the vocabulary instead of learning it with respect to their meaning, collocations, pronunciation, spelling and its use. Students took notes on how to study these language components (see Appendix O) and the researcher asked them to use at least one of them in the following week.

After a week, students shared which points they had used in their own learning and whether they had found it effective so that they could experience the

suggestions on their own. In the following session, the focus transformed from attribution retraining and strategy awareness to vision training and goal setting. The researcher underlined the significance of goal setting and dreaming to realize our dreams in life. Considering this vision, the researcher gave a presentation on Specific, Measurable, Achievable, Realistic and Time-Restrained (SMART) goals as she did in the pilot study. The students were shown a video on SMART goals (Startkey Akademi, 2013) and they were expected to set goals for that year, next year and five years later. Then, the researcher wanted them to share their goals with their partners and had them evaluate their partners' goals based on SMART goal criteria. The researcher elicited some of the students' goals and how they could achieve these aims by learning English in the preparatory program.

In the fifth session, the researcher attached an importance to dreams in their language learning journey and she asked the students to close their eyes and visualized the script that she would read out based on Chan (2014, p.228) and Sampson (2014, p. 150). The researcher read out a script about a student who has become successful in English skills in the classroom and the second scenario was focused on a worker who uses English in his/her job in many terms (see Appendix T). After having students listen to the researcher, she wanted them to write down their feelings on the handout she provided them with (see Appendix U). She asked to share it with the class. Afterwards, she had them write about their hopes, aspirations and dreams as an individual, as an English learner and a worker. Then, the researcher wanted to have them reflect upon their real experiences and the discrepancy between their dreams, hopes and aspirations by comparing how far they feel towards them and what they actually do in order to reach them. At the end of the session, the researcher asked them to write down what they could do in order to take immediate actions. To promote students' goal orientation as well as goal setting and to reduce "the discrepancy between their ideal I2 selves and actual selves" (Dörnyei, 2005, p.217), the researcher showed students their syllabus, program -different for each level- and an blank program sheet where they could make an outline on what to study weekly based on a contract based on Hadfield & Dörnyei (2013) (see Appendix S). She gave them some time to work on their own program and asked them to put it into practice the following week as much as they could. The participants also signed their partners'

contracts or weekly plans as witnesses (see Appendix S). The researcher tracked how far they could stick to their own tailor-made programs and how to plan and implement it accordingly the following week. This way tried to ensure whether students put their goals into practice.

The third part of the session focusing on vision training tried to promote the ideal I2 self with a vivid example. The researcher invited a student who graduated from the same university two years ago and had the preparatory education six years ago. Students could associate themselves with this graduate student. The guest gave a presentation on her own experiences of learning English at the university/undergraduate program and how she managed to get into a university in the Netherlands. She also shared her own experiences with the language use, cultural exchanges in the foreign countries. In this way, the researcher aimed to foster the ideal L2 selves of the participants with a real example. She also talked about how English enabled her to get a prestigious job in Turkey. The students seemed so interested in the guest speaker that they even addressed their own questions to her in person at the end. An image from this session is presented in Figure 7:

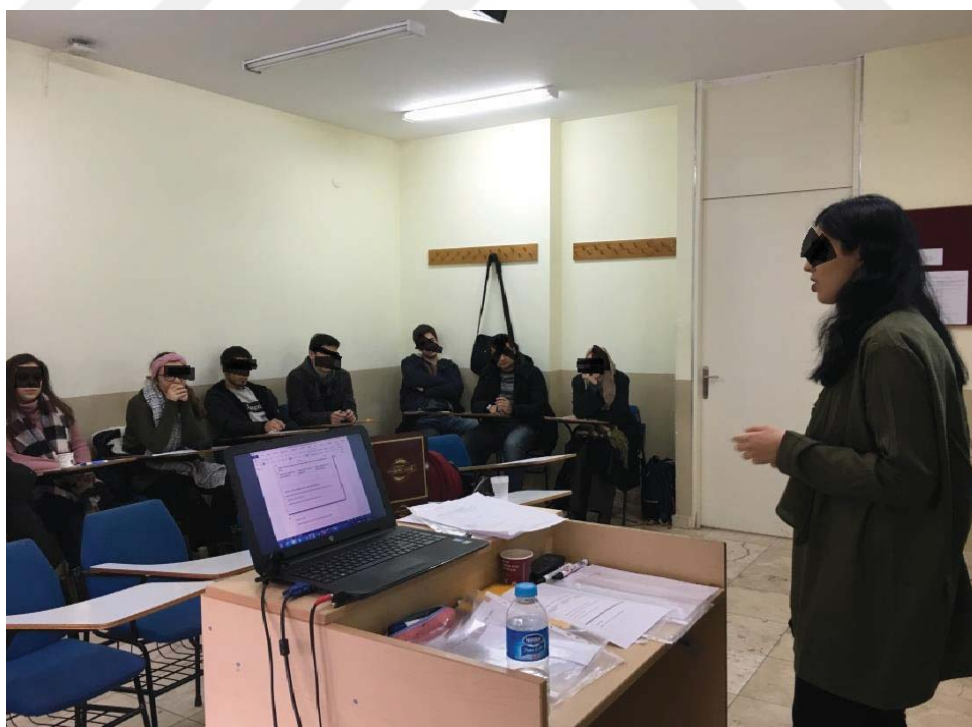


Figure 7. An image from the invited speaker in AR sessions

Before the last session, the students took their second midterm, which was used as a difficult task in the present study to explore the possible changes in the participants' causal attributions as a way of AR consolidation stage (Erten, 2015; Haynes et al., 2009.) The second midterm was also used as a variable for future achievement in the analysis.

In the last session, the researcher herself shared her own learning experiences, her failures and also some examples of her students who had achievements and failures in their language learning process. The researcher emphasized the importance of effort and the appropriate use of strategies while learning a language. At this point, the researcher both aimed to promote adaptive attributions and also to present them a real example to have them feel familiar or more associated with a teacher. In the second phase of the session, the researcher aimed to show students that their ought- to selves serve as a medium for their ideal L2 selves, meaning that the responsibilities and to-do-things contribute to the realization of their dreams, aspirations and hope. She gave the participants a sheet (see Appendix V) on which they could tick out why they learn English, and to whom they attribute these reasons (Hadfield & Dörnyei, 2013). At the end, the researcher let them share their responses with their group members and explained that these are the factors which seem to be external; however, these causes assume the role of a path for their achievement and their ideal L2 selves. The researcher gave a presentation on the main points they have covered in the last six sessions.

At the end of each session of the AR protocol, the researcher provided the participants with a short questionnaire including questions on their personal feedback (see Appendix W).

Data analysis. In this section, how the quantitative as well as qualitative analyses were done will be explained.

Quantitative data analysis. The main bulk of the data was analyzed quantitatively and both descriptive and inferential statistical procedures were applied using SPSS 23.0. Negative items in the LACAS scale were reverse-coded to calculate the average mean for each category. For the first research questions, mean scores and the standard deviations for each sub-construct of the scales

(LACAS and CDS II) were calculated. Moreover, Multivariate Analysis of Variance (MANOVA) were performed to address the second and the third research questions. In order to find out the relationship between attributions, ideal and ought-to self and motivated behavior, Pearson product-moment correlation coefficients were calculated on SPSS 23.0 (the fourth research question). Regression analysis was done to predict the best variable in explaining the variance in the previous and future achievement (research question four). Last but not least, Analysis of Covariance (ANCOVA) and Wilxicon Signed rank test was conducted to analyze whether attribution retraining model proposed by the researcher contribute to the changes in attributions, future self-guides, motivated behavior, effort and achievement of the participants in the experimental group (research question five and six).

Qualitative data analysis. Strauss and Corbin (1998) recommend scholars to go through two procedures while making qualitative data analysis. The first is named “Descriptive analysis” including the process of identifying, coding and categorizing the primary patterns in the data based upon the pre-determined thematic units. The second type of qualitative data analysis is “Content Analysis” which is considered as a “text mining” (Miles & Huberman, 1994). By using this type of analysis, the meanings as well as the relationships of words and concepts are quantified and analyzed. Resting upon these, inferences are also made. Hence, as Miles and Huberman (1994) suggest, in descriptive analysis *what has said* is very important than *what has meant* as in content analysis. In the present study, both procedures were followed.

Similar to “descriptive analysis”, another term is used in qualitative data which is named as Deductive Qualitative Analysis. This method aims to test and check the pre-existing theoretical concepts in a theory and previous knowledge about it. This study employed a deductive approach by testing the existent and frequently stated attributions of students’ successes such as *ability, task difficulty* or *school system* and the researcher tried to fit the findings into the existing theories (Braun & Clarke, 2006) of Attribution Theory and L2 Motivational Self System. On the other hand, content analysis or inductive approaches were also adopted in all qualitative data collection tools. Inductive qualitative data analysis, as Creswell and Creswell (2009) mention, is based on “generating meaning from

the data collected” and in the present study, the examination of the emerging themes from the data itself led the researcher to move from specific to more general concepts. As Braun and Clarke (2006) state, deductive analysis conforms to more top-down approaches; whereas inductive qualitative analysis holds more bottom-up approaches. This study did not make use of these two strategies of data analysis discretely, but both inductive and deductive approaches were used together. For example, *School System* was searched in the data as it was one of the most frequently referred attribution in the previous studies but the emerging code *transfer system* applied in this university was integrated into this theme after the review of analysis with the inter-coder.

The data analyses of the present study are based on the steps Braun and Clarke (2006) proposed in their article. Here is a summary of their steps:

1. Familiarize yourself with your data: Going over the data while transcribing it as much as possible
2. Generate initial codes: Coding as many as possible, codes could be numerous, themes could be limited
3. Look for the themes
- 4 .Review themes
5. Define and reduce the themes
6. Produce the work (p.20-22).

The data collected through open-ended questions for the whole group, interviews for the experimental group, open-ended surveys for both the experimental and the control group and reflection papers of the control group were analyzed by means of content analysis with a coding system to identify the emerging and recurring patterns.

In this study, the researcher transcribed the interview data, collated all sources of other qualitative data and then translated them into English by herself. She received some help from an English instructor to proofread the translated quotations. The researcher assigned some numbers for the whole group respondents to open-ended questions and she used pseudo-names for the experimental group participants to ensure confidentiality. After feeding the

prepared data into the software called *Atlas.ti Qualitative Data Analysis 7*, she employed deductive as well as inductive qualitative content analyses. In fact, she coded the 10% of each instrument (10 % of the survey open-ended questions for the whole group, 10 % pre open-ended questions and 10 % of the post open-ended questions for the experimental group) based on the constructs or attributions in the questionnaires (LACAS, CDS II, Future Self Guide Scale and Motivated Behaviour and Effort Scale). When any other attributions, future self - guides or motivated behavior emerged, the researcher added it to the codes. For the validity and the reliability of the data analysis, the same data (10% of each instrument) were also given to another researcher and were expected to code them without the researcher's codes. The inter-coder also added extra codes if needed. The researcher compared Kappa scores on the website <http://cat.texifter.com/> to ensure maximum consistency across the data. The Kappa scores, indicating the reliability between the inter-coders are shown in Table 6:

Table 6

Reliability between the Inter-coders for Each Instrument

	Kappa Values
Open-Ended Questions SURVEY	.81
Pre-Open Ended Questions	.96
Post-Open Ended Questions	.95
Interviews	.91

As seen in Table 6 above, the Kappa scores for the inter-coder reliability in the present study seem to conform to the perfect band for pre-, post open-ended questions and the interviews. They are also acceptable for the open-ended questions for the whole group. According to Stemler (2001), the common acceptable cut-off points for the reliability of the qualitative data are as follows:

<0.00 Poor

0.00- 0.20 Slight

0.21- 0.40 Fair

0.41- 0.60 Moderate

0.61- 0.80 Substantial

0.81- 1.00 Almost Perfect (p.4)

After ensuring the reliability, the researcher and the inter-coder went through the sample data (10 % for each) and tried to set consistency across the codes. Then, they combined the codes and tried to get thematic links between the recurring patterns. Figure 8 is an example of a thematic pattern diagrammed through Atlas.ti.

As for the most common theme among the causal attributions is *Effort*. If the students refer to the existence of this construct, hereby it is considered as a code, the researchers coded it as Effort (+), if the researchers view some statements related to the lack of *Effort*, they marked it as *Effort* (-) on the software. If students noted that they received the score because they expended a little effort on the task, then the researchers coded this as *Low Effort*. The themes were labeled in capitalization; on the other hand, codes were marked in lower case. Here is a figure illustrating the link between the codes:

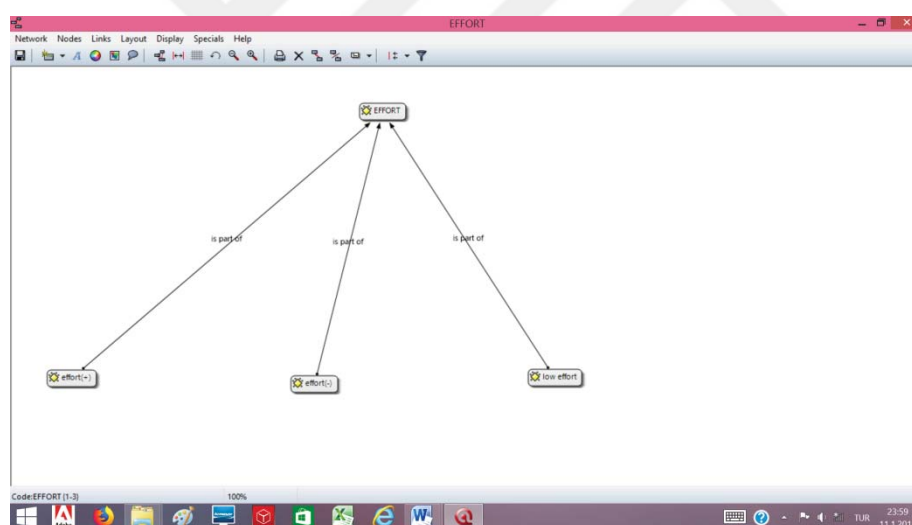


Figure 8. A sample code and a theme in qualitative analysis on Atlas.ti

As the researcher came across different codes as she analyzed the rest of the data, she also discussed and negotiated on them with the inter-coder(Inductive Analysis). As a result, the validity and the reliability of the data were set as objective as possible.

Scale Development Process

As there is not a valid and a reliable scale to measure language learners' causal attributions, Language Achievement Causal Attribution Scale (LACAS) was

developed by the researchers to explore achievement attributions of foreign language learners. LACAS is a 5-point Likert scale in which students are expected to complete *I earned this score from the latest English exam because...*(e.g. *I did not study enough for the exam: Effort*) with the anchors at 5-strongly agree, 4-agree, 3-not sure, 2-disagree, 1-strongly disagree for me at all. The scale was constructed in two main steps: Phase 1: Pilot Study and Phase 2: Main Study

Data collection procedures of the scale development. In this part, data collection procedures followed during Phase 1 and Phase 2 will be described in detail:

Phase 1: Procedures of the scale development in the pilot study. The pilot study has four major steps including item pooling stage, testing the content validity of the scale and the reduction of the items. The details for the data collection procedure will be discussed below.

Item pooling stage. The consideration for item selection to be included in the LACAS was based on the studies on the Attribution Theory (Weiner, 1972a; 1980), on some descriptive and empirical studies such as Erten and Burden (2014); Hsieh (2004); Peacock (2009); Vispoel and Austin (1995); Williams and Burden (1997), on the informal interviews with the students and also on the teachers in the context of the present study. Also, some other items were written from scratch by the researcher and her supervisor. While writing the items, the researchers paid attention to put the phrase “because” at the beginning of the scale as *I received this score from the latest midterm exam, BECAUSE...* and then re-wrote the word “because” in the question root, on purpose, since the participants might tend to mark the items based on their language learning beliefs in general but not dependent on their latest exam score.

Testing the content and face validity of the scale. First of all, 52 items were collated including 13 factors or attributions based on the literature (Causal Attributions: *Situational Effort, Long Term Effort, Strategy, Interest, Ability, Task Difficulty, Classroom Environment, School System, Teacher, Health, Mood, Family, and Luck*). Later, 20 students at METU, Department of Basic English, responded to the items and they were asked to judge whether each of the items in the LACAS measured the achievement attributions for an exam performance in

the classroom setting. It was recommended that ungrammatical points and some phrasing ways that sounded awkward be changed. Later, three students also gave feedback on the clarity of each item, by reading aloud the items and they expressed their perception of the item. The researcher took notes about the students' responses ambiguous items or about the items which are quite different from what had been aimed beforehand. She tried to make minor changes on wordings. For the expert opinions, five PhD candidates in English Language teaching departments and also three language instructors in the same institution gave feedback on the clarity and comprehensiveness of the items. Accommodating their opinion and feedback they gave contributed to a more refined as well as understandable items of the scale.

Content validity and reduction stages. After refining the items based on the feedback during the previous stage, 52 -item- scale, i.e. LACAS, was administered to 767 Elementary level students in the spring term of the year 2016 as the main part of the pilot study (Appendix C).

Based on the preliminary analysis, it was observed that the items suggested theoretically did not gather under the expected factors, the researcher went through a selection process. To identify the construct validity of the scale, Explanatory Factor Analysis (EFA) was performed and to determine how many major factors or structures the first version of the scale measures, the factors with 1.00 or above 1.00 eigenvalues were kept. Resting upon the rotation process went through via "principal component factor analysis and varimax technique, the items with the eigenvalue that is bigger than 1.00 and factor load which is greater than .40 were analyzed" (Pallant, 2011; Sucuoğlu, 2014, p.330). As a result of factor analysis, eleven components, the eigenvalue of which is more than 1.00 were identified for the updated scale. During the item selection process, another criteria was considered: if the loading of an item is cumulated in more than one factor, the discrepancy between the two components' loadings need to be 0.10 at minimum as Şencan (2005) suggests. Considering this criteria, 14 items were excluded from the scale. Some outliers (57 students) were also left out from the data when the difference between the agreement band and the disagreement band differed significantly as these items were expected to generate similar self-reports, the purpose of which is to check students' lack of care taken while responding to the

questions in the survey. Given in detail, the figures in the tables below show some discrepancy between the item numbers in the table and the ones in the latest version in Appendix D. The numbers were re-organized after each factor analysis and the administration of the scales.

Phase 2: Procedures of the scale development in the main study.

Before implementing the steps of the main study, Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were run again with a split-half method to ensure a good model fit in the main study and to prevent unexpected factor distribution. At this stage, the participants of the pilot study were divided into two by a random selection on SPSS 23.0, so 350 cases was put into the EFA and 360 of them were used in the CFA process. The second step of the validation process revealed a neat version of 32 items and nine factors. The results of the standardized estimates and t-values show that the tenth attribution, i.e. *Mood* and its assumed items based on the literature, was merged with *Health* in the main study. The finalized scale measured nine attributions, namely *Effort, Luck, Ability, Task Difficulty, Classroom Environment, School System, Health, Family and Teacher*.

Based on the results, the 32 item scale was given to 1006 students in the fall term of the academic year 2016-2017 to confirm the components of LACAS identified at the pilot phase.

Data analyses for the scale development of the study. As for the construct validity of the scale, SPSS version 23 was used for the EFA processes and IBM (AMOS) version 23 was utilized for the CFA. For the reliability of the scale, Cronbach's alpha scores for each sub-categories and the composite scale were calculated through SPSS 23.

Phase 1: Scale Development results of the pilot study. For the validation of the scale, several techniques were used: (a) expert opinion (b) principal component analyses, varimax rotation and (c) confirmatory factor analysis (d) contrasted groups. After collecting the data from the pilot group in April 2016, the researchers performed EFA after the pilot study in July-August, 2016. Based on the analyses, the researcher eliminated some items considering some aforementioned criteria and ended up 11 factors. Then, as a second step,

EFA and CFA with a split-half method were done with the same sample in September, 2016 and the analyses yielded nine factors in total. As a third step, the researcher collected the data from the main group of the study and employed both EFA and CFA with a great number of participants (N=1006). To further validate the constructs in the scale resting upon the theory, the researchers utilized contrastive group analysis at the end. To make it simpler, the pilot study will be named as Phase 1 and main study will be called as Phase 2 in the following sections.

Phase 1: The EFA results of the pilot study. After the completion of the pilot study, construct validity of LACAS was initially checked via an exploratory factor analysis (EFA) procedure on Statistical Packages for Social (SPSS) version 23. Factors were classified employing an exploratory principle component analysis on it. The result of Kaiser-Meyer-Olkin Measure of Sampling Adequacy was .907, conforming to the acceptable level of Barlett's Chi square which was found to be 17622 ($p < .01$) with suitable variance. Given the contribution of the 11 items to the total variance by exploring both the findings on total variance, and scree plot, it was seen that three components have important contribution to variance and after fourth factor; they are not only at a lower level but also have similar rates. The scree plot is below:

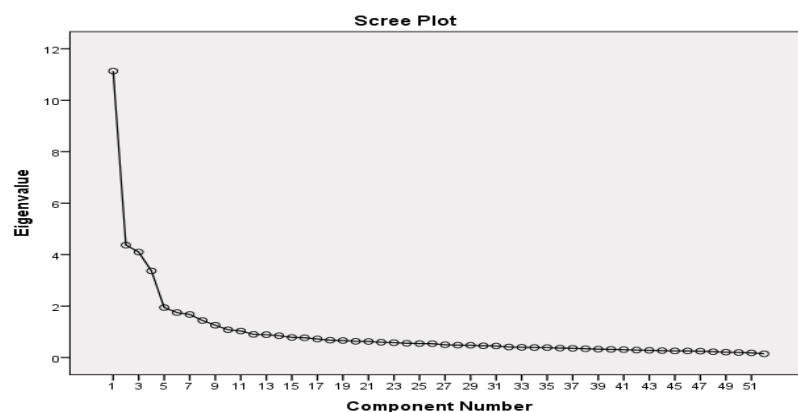


Figure 9. The EFA results of the pilot study

The findings showed that 11 of the components (or causal attributions) were cumulated on one of the four factors after implementing the varimax rotation, which explains 61.949 % of the total variance. The details of the factor loads, eigen values and the variance explained are demonstrated below in Table 7:

Table 7

The EFA Results of the Pilot Study

Item No (With the Expected Factor)	FACTORS										
	1	2	3	4	5	6	7	8	9	10	11
Item1(Situational Effort)	.74	-.01	.133	-.04	-.03	.059	.111	.02	.041	-.02	-.07
Item19 (Situational Effort)	.845	.037	.098	.048	.036	.078	.064	.021	.024	.135	-0
Item32 (Situational Effort)	.825	-.02	-0	.076	.021	-.01	-.04	-.01	-.03	-.02	.078
Item10 (Long Term Effort)	.701	.249	.058	.068	.131	.053	-.05	.083	-.04	.202	.026
Item14 (Long Term Effort)	.819	-.02	.121	.048	.034	.082	-.03	.006	.05	.055	-.02
Item29 (Long Term Effort)	.764	.118	-.01	.044	.099	.064	-.05	.084	-.02	-.01	.147
Item40 (Long Term Effort)	.566	.187	.045	.091	.221	-.04	-.03	.034	-0	.073	-,1
Item7 (Strategy)	-.46	-.21	-.02	-.04	-.14	-.02	-.06	-0.1	-.12	-.48	-.23
Item18 (Strategy)	.159	.335	.104	.04	.107	.268	.102	-.02	.0 36	.632	-.09
Item25 (Strategy)	.529	.292	.16	.01	.063	.101	.105	.027	.044	.492	.029
Item41 (Strategy)	.598	.221	.066	.071	.089	-.09	.043	.079	.046	.464	.164
Item47 (Strategy)	.379	.264	.1	.056	.067	.018	.117	.018	.116	.554	.198
Item2 (Interest)	.233	.519	-.01	.095	.103	.118	.001	.105	.094	-.11	.194
Item20 (Interest)	.224	.705	.04	-.02	.171	.159	.048	.012	-.01	-.1	-.01
Item33 (Interest)	.31	.445	.037	.04	.235	.357	.089	-.02	.004	-.13	.109
Item36 (Interest)	.364	.363	-.02	.277	.181	.309	.043	.049	.005	-.18	.055
Item3 (Ability)	.04	.754	.038	.097	.046	.003	.111	.03	-.01	.131	-.1
Item13 (Ability)	.054	.731	.05	.14	.126	-.09	-.03	.128	.066	.121	.044
Item21 (Ability)	.031	.714	-.01	.113	.031	-.08	-.06	.089	.049	.114	.069
Item34 (Ability)	.127	.811	-.01	.066	.079	-.06	.018	.089	.033	.071	.06
Item3(Ability)	.051	.795	.057	.069	.05	.026	.143	.055	-.01	.119	-.16
Item4(Task Difficulty)	-0	.115	.081	-.07	.01	.136	.49	.005	.707	-.01	-.04
Item16 (Task Difficulty)	-.01	.005	.063	.075	-.04	-.09	-.02	.011	.761	.117	.054
Item22(Task Difficulty)	-.05	.584	.025	-.1	-.06	.192	.04	-0.07	.125	.12	-.13

Item35(Task Difficulty)	.051	.686	.086	.001	.114	.162	.081	.034	.125	.26	-.18
Item51(Task Difficulty)	.044	.135	.11	.102	.148	.025	.167	.051	.682	.007	.065
Item5 (Classroom Environment)	0.11	.018	-.04	.40	.009	.5	-0	.074	.061	.092	.31
Item17 (Classroom Environment)	-.07	-.05	-.15	-.3	-.17	-.71	-.06	-.05	-.03	-.09	.134
Item23 (Classroom Environment)	-.06	-.14	-.07	-.3	-.2	-.71	-.01	-.08	.017	-.13	.071
Item26(School System)	.12	.157	-0	.188	.716	-.07	-.05	.132	.091	.111	.137
Item38 (School System)	-.09	-.11	-.07	-.03	-.75	-.21	-.15	-0	.074	-.13	.106
Item50(School System)	-.12	-.13	-.08	-.03	-.76	-.17	-.14	-.01	-.02	-.05	.176
Item52 (School System)	.142	.152	.024	.129	.735	.093	.056	.011	.116	-.06	.15
Item6 (Teacher)	.078	.058	.069	.38	.047	.388	.251	-.04	.132	-.04	-.05
Item12 (Teacher)	.082	.129	.023	.734	.104	.206	.009	.045	.002	.056	.04
Item24(Teacher)	.083	.053	-.05	.772	.006	.113	-.08	.079	0	-0	.056
Item39 (Teacher)	.061	.08	-.01	.81	.138	.087	.007	.061	.036	-0	-.04
Item44 (Teacher)	-.01	.118	.127	.543	.104	.173	.254	.053	.074	.07	-.33
Item8(Health)	-.02	.032	.832	.027	-.01	-.01	-.06	.088	.047	.022	-.05
Item27 (Health)	.066	.017	.872	-.01	.037	.019	.14	.02	.077	.035	-.06
Item42 (Health)	.03	.045	.891	.049	.036	-.02	.12	.023	.098	.023	-.09
Item15 (Mood)	.23	.063	.693	-.03	.07	.135	.282	-.01	.081	.065	.144
Item31 (Mood)	.257	.046	.657	-.04	.065	.203	.309	-.04	.056	.048	.122
Item46 (Mood)	.275	.027	.515	.036	.049	.018	.175	.043	.035	.131	.44
Item9 (Family)	-.03	.123	.181	-.08	.046	.24	-.03	.576	.085	.109	-.25
Item28 (Family)	.058	.137	.03	.102	.053	.035	.029	.87	-0	-.01	.05
Item43 (Family)	.008	.147	.148	.076	.072	.07	.257	.063	-.02	.105	-.4
Item49 (Family)	.182	.103	-.03	.172	.037	-.07	.028	.806	.013	-.02	.048
Item11 (Luck)	-.04	.125	.242	-.01	.084	.086	.756	.024	.105	.097	.144
Item30 (Luck)	.062	-.04	.134	-0	.047	-.01	.189	-.01	.018	.188	.58
Item45(Luck)	.289	.116	.179	.086	.075	.025	.4	.015	.373	.026	-.22
Item48(Luck)	-.04	.075	.333	.044	.15	.009	.732	.007	.078	.066	.006
Eigenvalues	10.809	4.196	3.975	3.165	1.924	1.704	1.690	1.420	1.238	1.063	1.029
Variance explained	11.19	10.71	7.507	5.578	5.185	4.267	3.754	3.647	3.622	3.547	2.940
Total variance Explained	61.94 %										

Note: Factor loadings > .40 are in boldface. Item numbers overlap with the numbers in the earliest version of LACAS (see Appendix C).

In certain respects, the EFA model above revealed a different factorial pattern than the expected one; however, the overall picture is mostly compatible with the theoretical structure. Some of the items grouped under more than one factor or the factor loadings were lower than 0.4; to illustrate, *Interest* items clumped together with *Ability* and *Task Difficulty*; or the difference between the two loadings were not at least 0.10. Those 10 items were discarded from the scale and it ended up 11 factors in total.

More specifically, as seen in Table 7 above, EFA results indicated that *Situational Effort* and *Long Term Effort* items appeared to be cumulated under the first factor (e.g. item 1, 19, 32, 10, 14, 29, 40). This factor seems to be an overall concept of *Effort*. It was observed that the contribution of the factor to the total variance was at a level of 11.19%. Regarding the a priori expected factor “*Strategy*”, it appears to be loaded both in the 1st and the 10th factor; also, it seems to have some double-loadings (e.g. item 25, 41) Also, item 7 was excluded from the further analysis as the factor loading is below the criterion level of .04. Therefore, *Strategy* was decided to be discarded from the further analysis. With respect to the second factor in the EFA results, a priori attributions of *Interest* (item 2, 20 and 33) and *Ability* seem to be grouped together and it accounted for 10.71 % of the total variance. However, items 3, 13, 21, 34 and 37 were estimated to be under *Ability* and they all clumped together. The third factor appears to incorporate both *Health* (e.g. item 8, 27, 42) and *Mood* (e.g. item 15, 31) factors. Item 33 and 36 seem to be multiple -loaded, so they were excluded. This factor explained the 7.50 % of the total variance. The following factor seems to be neatly-loaded as most of them refer to *Teacher* attribution (e.g. item 12, 24, 39 and 44), which accounts for 5.57 % of the total variance. Item 5, indicative of *Classroom Environment* overlaps with this factor and it was excluded, as well. As for the fifth factor, item 26, 28, 50 and 52 are labeled as *School System* and item 28 and 50 were under-represented for this factor. The relevant factor contributed at a level of 5.18 % to the total variance. *Classroom Environment* (item no 5, 17 and 23) is the sixth factor on its own and it explains 4.26 % of the total variance. However, item 5 was excluded as it has double loading. Table 7 also shows that the seventh factor

has a clear combination of *Luck* items (.e.g. item 11, 45, 48), except item 30, which was left out from the next analyses. *Luck* factor makes an account for a 3.75 % of the variance. The eighth factor *Family* has the items “9, 28 and 49” which grouped together, making a contribution of 3.64 % to the total variance. Factor 9 *Task Difficulty* has a variance of 3.54 % with the items 16, 51 and 4. Item 22 (*Task Difficulty*) and 35 (*Task Difficulty*) were excluded as they clustered under the second factor (*Ability* and *Interest*). The next factor seems to have *Strategy* items (.e.g. 18, 25, 41 and 47); however, 25 and 41 seem to have double -loading. As aforementioned, this factor was not included for the further analyses. The last factor has items 30 (*Luck*) and 46 (*Mood*), so this factor with a low variance of 2.94 % was decided to be excluded as a factor.

However, the expected factors were still overlapping with each other. The researchers, later, decided to eliminate some students' responses with the care check items, meaning that if their responses differ in terms of agreement in two reverse items. Here, 710 participants were retained for further analyses. After the elimination of some items and factors, nine factors were expected with a total number of a 36 items. This version of the scale underwent another EFA analysis process in a different way.

At this point, the scale had a relatively neat distribution of factors and the internal consistency of the sub-scales was tested through Cronbach's alpha scores. Later, item 40 and item 45 were deleted as they tended to decrease the reliability of their relevant attribution.

Phase 1: The second EFA and the CFA with a split- half method. Before the split-half analysis, another EFA was conducted and it indicated that item 9 (*Family*) clustered together with item 17 (*Classroom Environment*) and 23 (*Classroom Environment*). Therefore, it was left out from the further analyses. The researcher also checked the internal consistency of the sub-scale again to ensure that it fell below the acceptable level (.7). Another thorny point was on *Interest*, Item 2 (*Interest*), 20 (*Interest*), and 33 (*Interest*). These items could not be extracted as a separate factor. Theoretically, they are both regarded as internal and uncontrollable factors, *Ability* is considered as stable and *Interest* is categorized as unstable attribution (Weiner, 1986). Hereby, the researcher had to eliminate *Interest* items as *Ability* was one of the the major factors both in the EFA results

presented above and it is also one of the prominent attributions according to the Attribution Theory (Weiner, 1980).

After selecting the items and the factors, as stated above, 710 participants' responses were retained for the following analyses and the data was treated as two different set of data by implementing a split-half method to perform both EFA and CFA with a number of 32 items. Here, 32 items and nine factors (*Effort, Luck, Task Difficulty, Ability, Health, Classroom Environment, School Program, Family, and Teacher*) were explored in the EFA (the second EFA) results, accounting for 70.858 % of the variance. The scree plot, similar to the first EFA, demonstrates a clear four-factor model. Below are the details of the second major EFA:

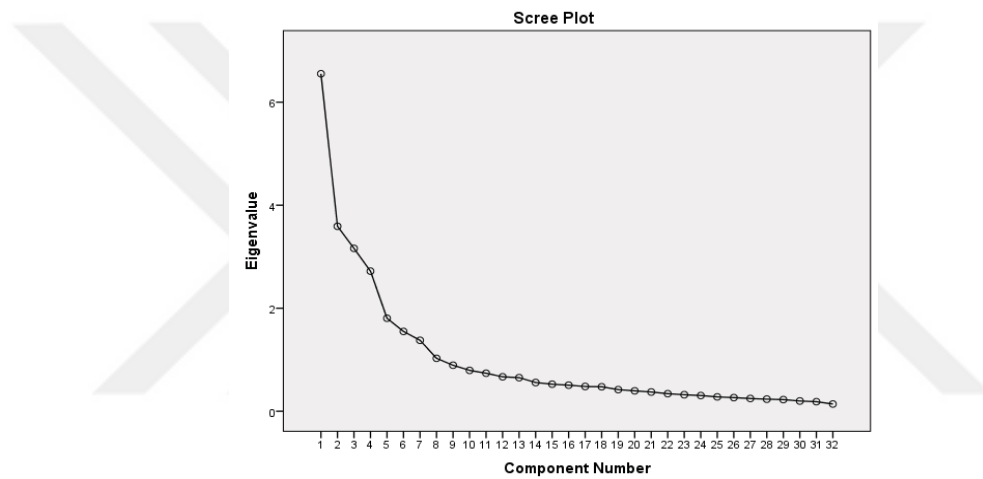


Figure 10. The scree plot of the second EFA

The second EFA results with the split-half method are presented below in table 8:

Table 8

The Second EFA Results of the Pilot Study

Item No (With the Expected Factor)	FACTORS								
	1	2	3	4	5	6	7	8	9
Item42 (Health)	.903	.002	.063	.059	.104	.076	.016	.112	.002
Item27 (Health)	.893	.036	.043	.009	.003	.089	.016	.164	-.048
Item8 (Health)	.848	-.034	.061	-.017	-.027	.035	.067	-.055	-.023
Item15 (Psychological Health/ Mood)	.692	.213	.026	.098	.050	.153	-.040	.378	-.066
Item31 (Psychological	.658	.225	.034	.104	-.082	.115	-.081	.371	-.115

Health/ Mood)									
Item19 (Effort)	.079	.869	.090	.061	.052	.052	-.005	-.024	-.109
Item32 (Effort)	-.065	.850	.014	.065	-.010	-.056	.042	.008	.128
Item14 (Effort)	.143	.845	.058	.060	.031	.036	.003	-.021	-.147
Item1(Effort)	.147	.771	.063	.014	.062	.091	-.044	-.076	-.057
Item29 (Effort)	-.057	.767	.102	.141	.014	-.052	.133	.116	.042
Item13 (Ability)	.094	.053	.843	.160	.082	.073	.098	.025	.025
Item34 (Ability)	-.015	.130	.822	.045	.022	.000	.164	.051	-.037
Item3 (Ability)	.091	.063	.801	.160	.089	.082	-.038	.044	-.011
Item37 (Ability)	.125	.012	.791	.122	.118	.028	-.030	.087	-.059
Item21 (Ability)	-.060	.062	.753	.014	.020	.006	.107	.001	.014
Item38 (School System)	-.076	-.079	-.090	.814	-.156	.016	.091	-.098	.061
Item50 (School System)	-.131	-.039	-.116	.797	-.194	-.019	.028	-.008	.120
Item52 (School System)	-.037	.125	.106	.752	.081	.122	.052	.161	-.174
Item26 (School System)	.001	.096	.179	.750	.069	.049	.212	.000	-.020
Item39 (Teacher)	.011	.017	.042	.178	.864	-.029	.061	-.008	-.073
Item12 (Teacher)	-.021	.080	.125	.109	.807	.001	.038	.110	-.059
Item24 (Teacher)	-.063	.057	.065	.137	.748	.030	.115	-.038	-.211
Item44 (Teacher)	.159	-.025	.095	.054	.574	.131	.112	.153	-.242
Item16 (Task Difficulty)	.047	.000	-.047	-.039	-.081	.788	.145	.001	-.023
Item4 (Task Difficulty)	.156	.007	.112	.056	.085	.716	-.090	-.038	.086
Item51(Task Difficulty)	.107	.057	.101	.139	.095	.671	.005	.237	-.057
Item28 (Family)	.020	-.036	.148	.077	.124	.020	.865	.027	-.046
Item49 (Family)	.012	.138	.111	.026	.147	.043	.856	-.045	.017
Item11 (Luck)	.250	-.002	.102	.123	.061	.142	-.024	.763	-.131
Item48 (Luck)	.307	-.066	.079	.094	.128	.001	.018	.755	-.042
Item17(Classro om Environment)	-.084	-.061	-.020	-.156	-.273	.018	.041	-.139	.816
Item23 (Classroom Environment)	-.084	-.075	-.023	-.231	-.329	.013	-.077	-.055	.784
Eigenvalues	6.55	3.59	3.16	2.71	1.80	1.54	1.37	1.02	0.89
Variance explained	11.241	11.190	10.72 7	8.58	8.37	5.39	5.28	5.19	4.8
Total					70.85%				

Note. Factor loadings > .40 are in boldface. Factor loadings > .0 were presented in the table. Item numbers in this table do not overlap with the latest version of LACAS (see Appendix D & G).

The 32 items of LACAS went through principal component analysis on SPSS version 23. Prior to performing the test, the suitability of data for factor analysis was checked and The Kaiser-Meyer- Olkin value was found to be .83, exceeding the suggested rate of .6 and Barlett's Test of Sphericity achieved a statistical significance, verifying the factorability of the scale (Pallant, 2011). In addition, evaluation of the correlation matrix in the table revealed the presence of many coefficients of .4 and above.

EFA results clearly shows the presence of eight components with eigenvalues exceeding 1, explaining 11.24 %, 11.19 %, 10.72 %, 8.58 %, 8.37 %, 5.39 %, 5.28 %, and 5.19 % of the variance, respectively. The last factor accounted for 4.86 % of the total variance. Using scree plot and the varimax rotation, it was decided to retain all nine factors although the eigenvalue of the last factor is below 1. The final factor *Classroom Environment* comprised a number of strong loadings; as a result, it was kept for the further analyses. In short, the nine-component of LACAS explained a total of 70.85 % of the variance.

However, CFA findings did not confirm the components explored in the second EFA at an acceptable level.

The proposed model was tested by CFA on the program of AMOS version 23 statistical package. The chi-square statistic was found to be significant ($\chi^2 = 5499.31$, $p < .05$) and the ratio of χ^2/df was 12.84, showing the rejection of the model. Hence, the researcher did not find it vital to calculate GFI (goodness-of-fit index), CFI (comparative fit index). RMSEA (root mean square error of approximation) value was explored as 0.182, which is not an acceptable level as Hooper, Coughlan and Mullen (2008) propose. These results imply that the nine-factor model of LACAS was not an acceptable model, psychometrically.

Reliability in the pilot study. As for the reliability/ internal consistency of the components; were found at an acceptable (Fraenkel & Wallen, 2005; Özdamar, 2004):

Table 9

Cronbach's Alpha Scores for Each Subscale

Factors	Cronbach's Alpha (Total .83)
Effort	.88
Ability	.87
Task difficulty	.59
Classroom Environment	.77
Teacher	.79
Health	.97
Family	.76
Luck	.68
School System	.83

As seen in Table 9, all factors were found to be reliable based on Cronbach's alpha levels, except *Task Difficulty*. *Luck*, albeit, was below the lower bottom of almost acceptable level with .68.

The resultant version of the LACAS scale with 32 items was explored during the pilot phase. However, EFA results revealed nine factors and after directing SPSS to extract nine factors, the last factor's eigenvalue was seen as 0.83 which is not suggested with such a number of participants (Pallant, 2011).

Phase 2: Scale development results of the main study. In Fall, 2016, the revised scale consisting of 32 items was administered to the participants of 1006 students (i.e. 308 Beginner A, 451 Beginner B and 239 Elementary level students) to check whether nine-factor model of 32 items in LACAS fits into the model. The final EFA results produced the expected nine components; however, item number 5 (*Luck*) and 27 (*Luck*) conglomerated under *Health* factor, so the scale ended up eight factors in EFA results. Item 9 and 20 (*Psychological Health /Mood*) were deleted and also the respondents with the missing data (N= 153) were excluded from the analysis since Analysis of Moment Structures (AMOS) version 23 is quite

sensitive to the missing data during the CFA process. As a final major step, EFA was employed again by SPSS version 23 and the final CFA was performed with a number of 852 participants' and 29 questions.

Phase 2: The EFA results of the main study. Factors were re-extracted using an “exploratory principle component analysis” (Pallant, 2011, p. 184). Kaiser-Meyer-Olkin Measure of Sampling Adequacy attained a .811 value, which was far greater than the acceptable value of .6 (Barlett's Chi square = 11.013; $p < .01$ with suitable variance). Principal component analysis produced nine-factor with the eigenvalue higher than 1. The nine-factor solutions accounted for 71.4 % of the total variance in LACAS scores, which is greater than the previous EFA results. Table 10 presents factor loadings and variance explained by each factor while Figure 11 illustrates the scree plot.

Table 10
Explanatory Factor Analysis in the Main Study

ITEMS	FACTORS								
	1	2	3	4	5	6	7	8	9
Item 11: Because I did not put a lot effort into this exam.*	.879	.071	.007	.039	.041	-.005	.003	.057	-.008
Item 8: Because I did not study for the English class.*	.858	.066	.010	.007	.059	.000	-.008	.026	.013
Item 26: Because I studied for this exam really hard.	.851	.052	.059	-.031	.046	.128	-.077	-.053	-.034
Item 1: Because I did not get prepared enough for this exam.*	.846	.026	-.017	.033	.017	-.007	-.003	.092	.007
Item 18: Because I studied hard during the semester.	.822	.106	.037	-.074	.101	.077	-.013	-.047	-.023
Item 20: Because I am talented to learn a foreign language.	.094	.872	.100	-.008	.068	.095	.061	.003	.018
Item 7: Because I have an ability to learn English.	.053	.851	.109	-.029	.091	.029	-.025	-.022	.014
Item 2: Because I have no ability to learn English.*	.053	.810	.047	.017	.055	-.018	.031	.134	.058
Item 13: Because I think I have an ear for learning English.	.101	.809	.026	.039	.116	.101	-.018	.025	-.006
Item 22: Because my teacher teaches well.	.052	.047	.818	.013	.133	.129	.019	.090	.148
Item 28: Because my teacher do not care about me (do not give me the right to speak, do not help me in the	.010	.090	.787	.127	.087	.000	.079	.150	.039

lessons, do not guide me...etc.)*									
Item 14: Because I like my teacher.	-	.050	.727	.080	.125	.141	-	.088	.036
	.002						.043		
Item 6: Because my teachers' teaching methods were good.	.035	.102	.686	.004	.205	.005	.128	.052	.047
Item 23: Because I fell sick on the exam date.*	-	.009	.081	.869	-	.009	.070	.059	.210
	.011			.012					
Item 16: Because I did not feel good on the day of the exam (e.g. I felt nausea,had stomachache...)*	-	-	.079	.866	.054	-.031	.041	.064	.119
	.006	.011							
Item 4: <i>Because I had some health problems during the exam.*</i>	-	.018	.056	.826	.072	.004	.108	.054	.079
	.003								
Item 21: Because the testing system does not support my English learning.*	.040	.126	.171	.120	.796	-.025	.061	.057	.036
Item 9: Because the educational system at METU did not help me to learn English.*	.050	.072	.057	.001	.699	-.029	.098	.388	.143
Item 15: Because school system helped me to learn English.	.074	.181	.201	-	.695	.129	.054	.058	.108
				.001					
Item 29: Because the curriculum /program that is followed in the school is good.	.102	.005	.150	.037	.687	.114	.124	.070	-
									.021
Item 12: Because my family supported me to learn English.	.059	.095	.063	-	.123	.921	.013	.094	-
				.003					.012
Item 25: Because I felt the support of my family for English learning.	.105	.097	.190	-	.047	.905	.030	.004	-
				.017					.004
Item 19: Because the exam questions were easy.	-	.005	.044	.004	.121	.035	.783	-	.048
	.040							.021	
Item 3: Because the exam questions were difficult.*	-	.032	-	.108	.087	-.015	.746	.145	.120
	.003		.096						
Item 27: Because the exam questions were quite manageable.	-	.003	.352	.137	.075	.023	.638	.015	.040
	.052								
Item17: Because in English classes, there was not any atmosphere that facilitates learning English.*	.053	.107	.216	.092	.137	.061	.043	.823	.022
Item 10: Because my classroom atmosphere was not suitable for my learning.*	.011	.020	.155	.095	.240	.049	.085	.810	.071
Item 24: Because it was all for tough luck.*	-	.027	.131	.224	.065	-.014	.088	.044	.837
	.042								
Item 5: Because I was unlucky in the exam.*	-	.052	.115	.194	.127	-.002	.126	.059	.827
	.002								
Eigenvalues	5.570	3.796	2.584	2.143	1.698	1.454	1.350	1.095	1.016
Variance Explained %	12.75	10.11	9.32	8.18	8.12	6.19	5.85	5.58	5.31
Total Variance	71.4 %								

Note: Factor loadings > .40 are in boldface. * refer to reversed items. Item numbers were re-organized after the second EFA. The item numbers in this table are in accordance with the updated version of LACAS (see Appendix D & G).

First of all, a principal components analysis (PCA) was performed on the data. Items were eliminated if they revealed coefficients of less than .4 or showed pattern coefficients in contrast to what the theory proposes. Considering this criteria, only one item (Item 26 -the numbering was written in the second version of the scale: *Ability*) which loaded under a different factor were eliminated. The remaining 29 items went through another EFA and 9 factors with eigenvalues higher than 1.0 were identified (see Table 10). 29 items clearly clustered under one of the nine factors after conducting varimax rotation, explaining 71.4 % of the total variance. The first factor with five items was the major factor having obtained strong loadings, and it accounted for 12.75 % of the variance. The items of this main factor were reflective of *Effort*, meaning that students have made some effort into the exam preparation stage. This is one of the major reasons for the exam performance. The second factor with four items, molding around the attribution of *Ability*, explained 10.11 % of the variance. The items grouped under this factor are reflective of how much students view themselves as talented in language learning. The third factor with its four items accounted for 9.32 % of the total variance. This factor's items were named as *Teacher*. The fourth factor, *Health*, explained 8.18 % of the variance, the fifth factor, namely *School System*, accounted for 8.12 % of the variance in LACAS. The following factor, indicative of the attribution of *Family*, revealed 6.19 % of the variance. The seventh factor, consisting of items related to *Task Difficulty*, explained 5.85 % of the variance. While the items 18 and 11 referring to *Class Environment* had 5.58 % of the variance, the contribution of *Luck* to the total variance of LACAS was found to be 5.31 %. In short, the updated version of the scale comprises 29 questions in total, including 18 negative items and 14 positive items. Looking into Catell's (1966) scree test, illustrated below, the researcher retained nine determined factors for further investigation as seen below:

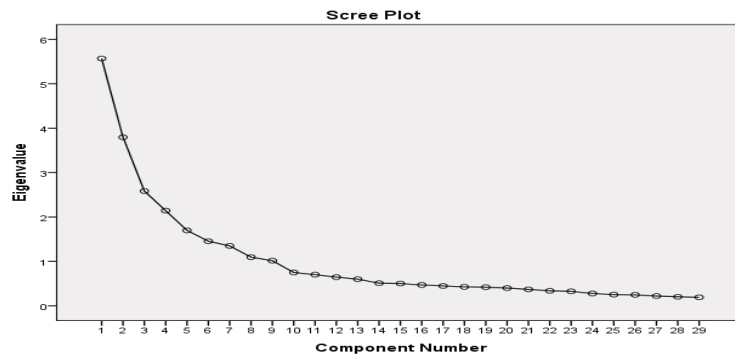


Figure 11. The scree plot for factor loadings in the main study

Although the graph clearly demonstrates eight factors before the elbow starts, the researcher decided to keep the last factor *Luck* on the basis of the theoretical grounds. In other words, it is one of the four major attributions proposed in Weiner's theory.

Phase 2: The CFA results of the main study. In order to provide further construct validity of the scale, a confirmatory factor analysis (CFA) with the help of the IBM AMOS version 23 was performed. The CFA was chosen based on certain reasons. First of all, the model adopted in this study to measure attributions is compatible with the most comprehensive and widely accepted approaches to attribution theory (Weiner, 1985), measuring the most common causal explanations. CFA is a further step of "factor analysis testing the hypothesis which maintains that a relationship between the observed variables and their underlying latent construct(s) really exists" (Ghanizadeh & Ghoonsoly, 2015, p.561). With such type of an analysis, the researcher finds out and proposes the pre-determined relationship pattern and later it tests whether the hypothesis verifies at a statistically important level. To put it another way, the aim of CFA is to check whether the data conforms to a hypothesized measurement model. In the present study, the causal explanations (*Effort, Ability, Task Difficulty, Classroom Environment, School System, Teacher, Health, Family, and Luck*) were selected a priori based on the EFA results illustrated in table 10. CFA explores the model fit based upon the loading of each factor. According to Distefano and Hess (2005), whether the CFA is robust enough to test construct validity might be identified in one of the following ways: "(1) theoretical support for model construction, (2) data screening (reported fit criteria a priori), (3) cross-validation stage, (4) multiple fit indices, and (5) model relationship discussion" (as cited in Ghanizadeh &

Ghoonsoly, 2015). The existence of three criteria to be met at minimum is an indication of the adequacy of CFA to ensure evidence for construct validity. As it will be explained in the following sections, in this study the researcher tried to address all five issues except cross-validation stage as there is no scale measuring language achievement attributional style.

The model is comprised of the nine previously mentioned attributions, each comprising 2 to 5 items. AMOS uses a number of indices that determine goodness of fit in a model. First and foremost, the researcher looked into the fit indices to test the model fit: the p score is to be insignificant, the normed fit index (NFI) and the comparative fit index (CFI) with the cut-off points has to be higher than .92, and the root mean square error of approximation (RMSEA) is to be about .08 (Hu & Bentler, 1999; Kline 2011; Schreiber, Amausry, Stage, Barlow & King, 2006; Tabachnick & Fidell, 2013). The lower the value of RMSEA, the better indicator of goodness of fit is (Erkorkmaz, Etikan, Demir, Özdamar & Sanisoğlu, 2013). The acceptable criteria for fit indices are presented below in Table 11. In order to examine whether the items fit the model, the t-values as well as the standardized estimates were analyzed and presented below:

Table 11

Acceptable Measures for CFA

Measure	Threshold
Chi-Square/ df (cmin /df)	<3 good ; < 5 sometimes permissible
P value for the model	>.05
CFI	> .95 great; > . 90 traditional; > 80 sometimes permissible
GFI	> .95 > .90 permissible
AGFI	> . 80
SRMR	<. 09
RMSEA	<. 05 good; .05 -.10 moderate >. 10 bad
PCLOSE	>.05

Table 12 indicates the characteristics of the proposed model of a scale. Below are the details:

Table 12

Goodness of Fit Indices for Confirmatory Factor Analysis of LACAS

Measure	Threshold					
Model	χ^2 /CMIN	df	χ^2 (CMIN)/df	GFI	CFI	RMSEA
	1039.41	94	3.04	.92	.94	.049

Note; χ^2 =chi-square; df=degree of freedom; GFI= goodness-of-fit index; CFI = comparative fit index; RMSEA = root mean square error of approximation

The hypothesized model of LACAS appears to be a good fit to the data. The CFI is .94 (almost perfect) and the RMSEA is .049 (good) and the score for $\chi^2(\text{CMIN})/\text{df}$ is 3.04, which is also considered as almost a perfect model fit. These findings suggest that the latest version of nine-factor model of LACAS achieved acceptable goodness of fit indices. Figure 12 diagrammatically shows the finalized version of the model.

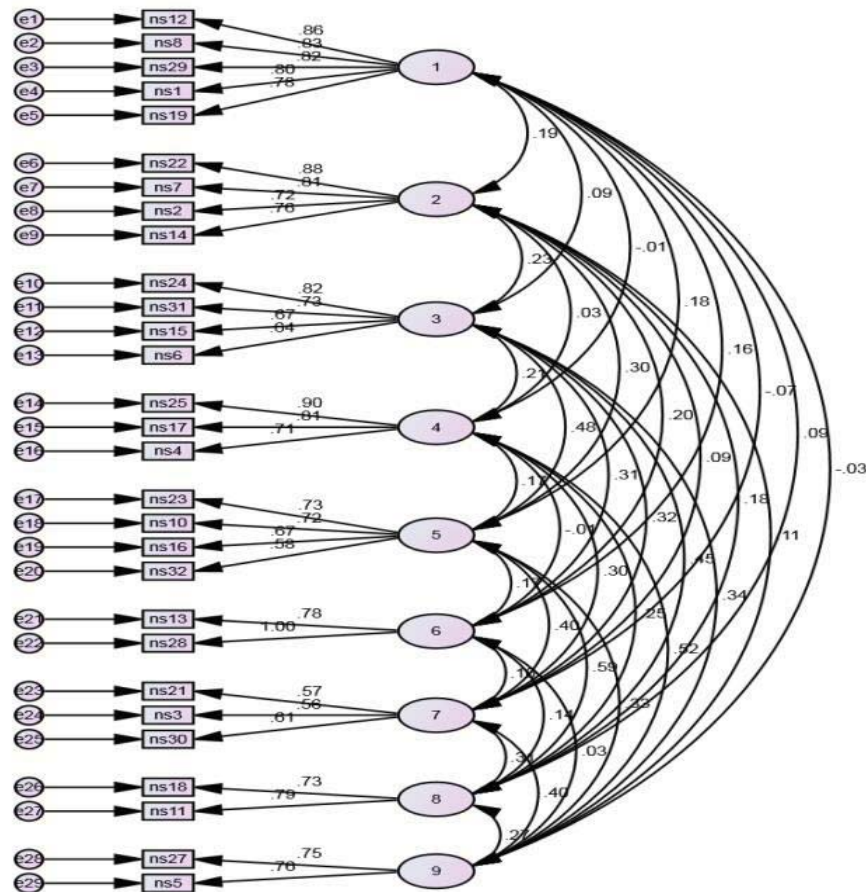


Figure 12. Confirmatory factor analysis path diagram

Phase 2: Contrasted-group analysis for further validation. As stated above, CFA could obtain more robustness in congruent with the literature. Based on this premise, the successful students in the midterm exam were hypothesized to have higher mean scores in their attributions than the unsuccessful ones as the items were reversed into positive statements as: *I earned this score because I studied hard*. The validity was tested again through contrasting groups of students including the students who fall into the top 27% and the bottom 27% considering students' midterm scores through subsequent procedures of independent samples

t-test. Two contrasting groups (successful and unsuccessful students) were separated from the average students to differentiate the attributions as proposed by the literature. The findings of independent samples t-test analyses confirmed this assumption (see Table 13).

Table 13

Sub-Factors in relation to Group Differences

Factors	Groups	Number	Mean	SD	T	df	Sig.	Cohen's <i>d</i>
Effort	Unsuccessful	230	2.4	1.2	-10.09	449	.000**	.8
	Successful	221	3.3	.9				
Ability	Unsuccessful	230	3.1	.8	-6.538	449	.000**	.6
	Successful	221	3.6	.7				
Teacher	Unsuccessful	230	4.2	.6	-2.85	449	.004*	.3
	Successful	221	4.4	.6				
Health	Unsuccessful	230	4	1	-6.371	449	.000**	.6
	Successful	221	4.54	.6				
School System	Unsuccessful	230	3.6	.8	-6.13	449	.000*	.5
	Successful	221	4	.6				
Family	Unsuccessful	230	3.6	1	.127	449	.89	
	Successful	221	3.6	1				
Task Difficulty	Unsuccessful	230	3.4	.7	-10.14	449	.000**	.9
	Successful	221	4	.6				
Classroom Environment	Unsuccessful	230	4.08	.8	-2.89	449	.004*	.2
	Successful	221	4.31	.8				
Luck	Unsuccessful	230	3.56	1.1	-9.14	449	.000**	.8
	Successful	221	4.38	.7				

Note. ** $p < .01$

* $p > .05$

As presented in the table above, sub-scales or attributions displayed a similar trend for the both parties across the scale. For almost all sub-scales (Effort, Ability, Health, School System, Task Difficulty and Luck), except for the attribution to *Family*, unsuccessful students ascribed their performance to the relevant attributions lower than the successful students ($p < .01$). The table also shows a significant difference between unsuccessful and successful students with respect to *Teacher* and *Classroom Environment* at a level of $p < .05$. The effect sizes seem to be quite large for each sub-scale, and these scores can be considered to be such a difference to make these two groups mostly distinct from each other (Cohen, 1988). Yet, a couple of small variations across the scores could also be observed. To illustrate, while the scores on the mean scores for successful are far

greater than those of unsuccessful students in terms of *Effort* (Mean= 2.4 for Unsuccessful students and Mean: 3.3 for Successful students), *Ability* (Mean= 3.1 for Unsuccessful students and Mean: 3.6 for Successful students), *Health* (Mean= 4 for Unsuccessful students and Mean: 4.54 for Successful students), *School System* (Mean= 3.6 for Unsuccessful students and Mean: 4 for Successful students), *Task Difficulty* (Mean= 3.4 for Unsuccessful students and Mean: 4 for Successful students), and *Luck* (Mean= 3.56 for Unsuccessful students and Mean: 4.38 for Successful students), lower differences between the successful and unsuccessful students with reference to their attributions to *Teacher* (Mean= 4.2 for Unsuccessful students and Mean: 4.4 for Successful students) and to *Classroom Environment* (Mean= 4.08 for Unsuccessful students and Mean: 4.31 for Successful students) could be seen. Based on Table 13, the attribution to *Family* is about the same for both successful and unsuccessful students. This could derive from the fact that family issues are quite personal and individual, which might not be directly related to a specific exam performance. Therefore, the mean scores might end up in the same pattern for both groups. In result of these analyses, the LACAS in the eight sub-scales contrasted the groups as expected a priori. These results may also consolidate the construct validity of the instrument.

Phase 2: The reliability of the scale. The total Cronbach's alpha estimate of the scale turned out to be .87. The value of 0.90 - for the first subscale (*Effort*) with five items - was found to be acceptable; 0.87 was calculated for the second one (*Ability*) with four items; 0.80 was observed for the third one (*Teacher*) with four items; 0.83 was found for the fourth one (*Health*) with three items, 0.79 was the result for the fifth one (*School System*) with four items. The internal consistency test produced a Cronbach's value of 0.86 for the sixth one (*Family*) with two items, 0.68 for the seventh one (*Task Difficulty*) with three items, 0.76 for the eighth one (*Classroom Environment*) with two items and finally 0.72 for the last one (*Luck*) with two items, all estimated values revealing level of reliability at an acceptable level (Fraenkel & Wallen, 2005). The details are shown in Table 14:

Table 14

The Reliability of the Scale in the Main Study

Factors	Cronbach's Alpha (Total .83)
1.Effort	.90
2.Ability	.87
3.Teacher	.80
4.Health	.83
5.School System	.79
6.Family	.86
7.Task difficulty	.68
8.Classroom Environment	.76
9.Luck	.72

Conclusion

This chapter presented the participants, instruments, and research procedures as well as data analyses for both the pilot study and the main study. The chapter also provided detailed information about the validation process of the development of LACAS. The next chapter will describe and present data analysis procedures, and the findings in relation to research questions. Possible explanations for the findings will also be noted in the following chapter.

Chapter 4

Findings

Introduction

The primary aim of this study was to scrutinize the relationship between *attributional beliefs*, *future self-guides* and *motivated behavior and effort*. Also, the present study mainly deals with the impact of attribution retraining program (AR) on EFL learners' attributional causes and dimensions in a quasi-experimental and pre-posttest design. Also, the study seeks to find out whether AR has a role in changing *ideal L2 selves*, *ought- to selves* and also *motivated behavior and effort* of the EFL learners at the university level. The study was conducted in the School of Foreign Languages (SFL) at Middle East Technical University (METU), Ankara, Turkey. This chapter describes the participants, instruments, data collection and analysis methods. The study sought answers to the following question:

1. To what factors do the Turkish EFL learners attribute their exam performance in English language learning?

2. Does students' perceived level of success influence the attributions they make for their latest exam scores?

3. Do students with a high level of future self-guide (*ideal L2 self* and *ought-to self*) differ on their causal attributions for the latest exam scores?

4. a. What is the relationship between attributions, *ideal L2 self*, *ought-to self* and *motivated behaviour and effort*?

b. Is it possible to predict students' previous and future achievement by means of their attributions, *ideal L2 self*, *ought-to L2 self* and *motivated behavior and effort*? If so, what are the best predictors?

5. What is the effect of an attribution retraining program on EFL learners' causal attributions?

6. What is the effect of an attribution retraining program on EFL learners'

a. *ideal L2 selves*?

b. *ought- to selves*?

c. *motivated behaviour and effort*?

Assumptions of the Parametric Tests

The rationale behind hypothesis testing depends upon having normally - distributed data and if this assumption is not met, parametric tests cannot be applied (Pallant, 2011). One of the common ways of determining whether the data are normally distributed is to perform the Kolmogorov-Smirnov test. If the result of the test is non-significant ($p > .05$), the distribution of the sample is regarded as non-significantly different from a normal distribution. Table 15 shows the results of the Kolmogorov-Smirnov test applied on their Midterm 1 (latest English exam in relation to attributions), Midterm 2 (future exam), CDS II (with the sub-scales Locus of Control, Personal Control, Stability and External Control) and LACAS (with the sub-scales *Effort, Health, Ability, School System, Teacher, Task Difficulty, Family, Luck and Classroom Environment*), *ideal L2 self, ought-to- L2 self and motivated behaviour* and effort scales and perceived success.

Table 15
Normality Test Scores

Variable Name	Statistic	df	Kolmogorov-Smirnov ^a
Midterm 1	.085	994	.000
Midterm 2	.106	.87	.000
Locus of Control	.085	994	.000
Personal Control	.112	1000	.000
Stability	.132	1000	.000
External Control	.083	1000	.000
Effort	.064	1000	.000
Health	.070	1000	.000
Ability	.209	987	.000
School System	.102	966	.000
Teacher	.126	1000	.000
Task Difficulty	.154	1000	.000
Family	.106	1000	.000
Luck	.229	1000	.000
ClassroomEnvironment	.177	1000	.000
Ideal L2 self	.205	1000	.000
Ought to self	.056	1000	.000
Motivated Behaviour &Effort	.051	1000	.000
Perceived Success	.172	.838	.000

As seen on the Table 15, all the variables in this study achieved a statistical significance, suggesting the violation of the assumption of normality. As Pallant

(2011) proposes, it is quite common in larger samples (N= 985 in this case, excluding the outliers). However, the researcher treats the data set as normally distributed since the number of the participant is high enough and the normal probability plots (Normal Q-Q plot) shows a reasonably straight line, and kurtosis and skewness scores for each variable are within the acceptable level (± 2), paving the way for normal distribution. Throughout the analyses, there will be no research question requiring a parametric test on SPSS, therefore, it does not create a big problem on the reliability and the validity of the data analyses. One important point here is that as some of the participants were excluded from all the data analyses as they have appeared to be outliers based on the Mahalanobis Distance critical values. Missing values were also retained as they were not at a critical rate for 25 out of 985 case).

Research Question 1: Achievement Attributions

This study purports to shed light onto what attributions the participants of the present study generate for their performances in the recent English exam. The attribution styles of the participants were explored through both in quantitative and a qualitative ways as described in detail below.

Quantitative analysis of achievement attributions. The attribution styles of the participants were explored through both LACAS (developed by the researcher) and CDS II (McAuley, Duncan, & Russell).

Calculated mean value for each item can statistically be between 1 and 5 for LACAS, but the mean values can be read from the tables on the basis of the following classification: Mean values between 1.00-2.33: Disagree; 2.34-3.66: Mixed (Partial Agree, Partial Disagree); 3.67-5: Agree. Negative questions were coded reversely in order to find out the average mean scores for each factor or component. When the mean values of the subscales were examined, except for the *Family*, *Ability* and *Effort*, the values were in the range of 3.67-5, which showed a high agreement of the scale items. *Effort*, on the other hand, had the lowest mean value of 2.89, which showed a little agreement close to the disagreement band of the scale items.

Descriptive statistics indicated that students in this study attributed their achievement to their *Health* as well as *Teacher* at the highest level. The results are as follows:

Table 16

Attributions of Achievement in the Latest English Test

	N	Minimum	Maximum	Mean	SD
Health	987	1.00	5.00	4.27	.89
Teacher	1000	1.00	5.00	4.26	.69
Classroom Environment	1000	.50	5.00	4.09	.88
Luck	1000	.50	5.00	3.89	1.03
School System	1000	1.00	5.00	3.83	.76
Task Difficulty	1000	1.33	5.00	3.67	.76
Family	1000	1.00	5.00	3.62	1.07
Ability	966	1.00	5.00	3.32	.86
Effort	1000	1.00	5.00	2.89	1.03

Note: The attributions are ordered according to the magnitude of the mean score

The whole group in the study ascribed their achievement in the latest midterm exam to their well-being/ *Health* (Mean = 4.27; SD = .89) followed by *Teacher* (Mean = 4.26; SD = .69) and the effect of *Classroom Environment* in learning English (Mean = 4.09; SD = .88), *Luck* (Mean = 3.89; SD = 1.03), and *School System* (Mean = 3.83; SD = .76) more than the other causes. As presented Table 16 above, *Task Difficulty* has the scores falling into the 'agree' band- albeit in the bottom of the agree range (Mean = 3.67; SD = .76). *Family* was noted as causal attributions of participants' exam performance at a moderate level (Mean = 3.62; SD = 1.07). *Ability* (Mean = 3.32; SD = .86) and *Effort* (Mean = 2.89; SD = 1.03) held the lowest mean values, suggesting the comparatively less impact connected to these factors on their recent achievement score.

Qualitative analyses of achievement attributions. The data of the qualitative part was collected from the open-ended section of LACAS and it was analyzed through Atlas.ti 7 software.

The validity and the reliability of the qualitative data analysis. In order to prepare the data, the written responses in the open-ended part, interviews and reflective journals were imported to Atlas.ti 7 software for the qualitative analyses. The program enabled the researcher to organize, manage and analyze the data easily as seen in Figure 13. The data were coded in accordance with the informants' responses for the pre-planned constructs on the scales. During the

process of analyzing all the qualitative data collection tools employed in this study, extra categories were driven out of the data, meaning that the analyses of the data had both theory-driven (i.e. deductive) and data-driven (i.e. inductive) nature. In a data driven-approaches have a tendency to be more structured and tend to yield similar results irrespective of the researchers, thereby more reliable; on the other hand, data driven approaches are regarded as more valid as they are likely to create a new theme and to be more “grounded” (Dörnyei, 2007). In order to ensure the reliability as well as the validity of the instruments used for qualitative part, the researcher coded the data at two different times and also 10 % of each qualitative instrument were separately coded by another coder to compare the reliability. After finishing the coding of 10 % of the tools separately, the codes were compared and the discrepancies were discussed to negotiate on the establishment of the relevant category. As a result of inter-rater analysis, a high level of concurrence agreement (.81) was found for the open-ended survey thematic coding systems (see chapter 3, Table 6 for further details).

After creating the coding labels of the themes and importing transcripts into the software, by marking the parts in the written data, the highlighted texts were marked as the codes, similar views were categorized under the same theme. Some themes were already resting upon the theory itself, some of them emerged out of the data. The software helped the researcher to categorize the sub- themes such as the negative comments on *Effort* and Positive Comments on *Effort*. A screen shot from the analyses is as follows:

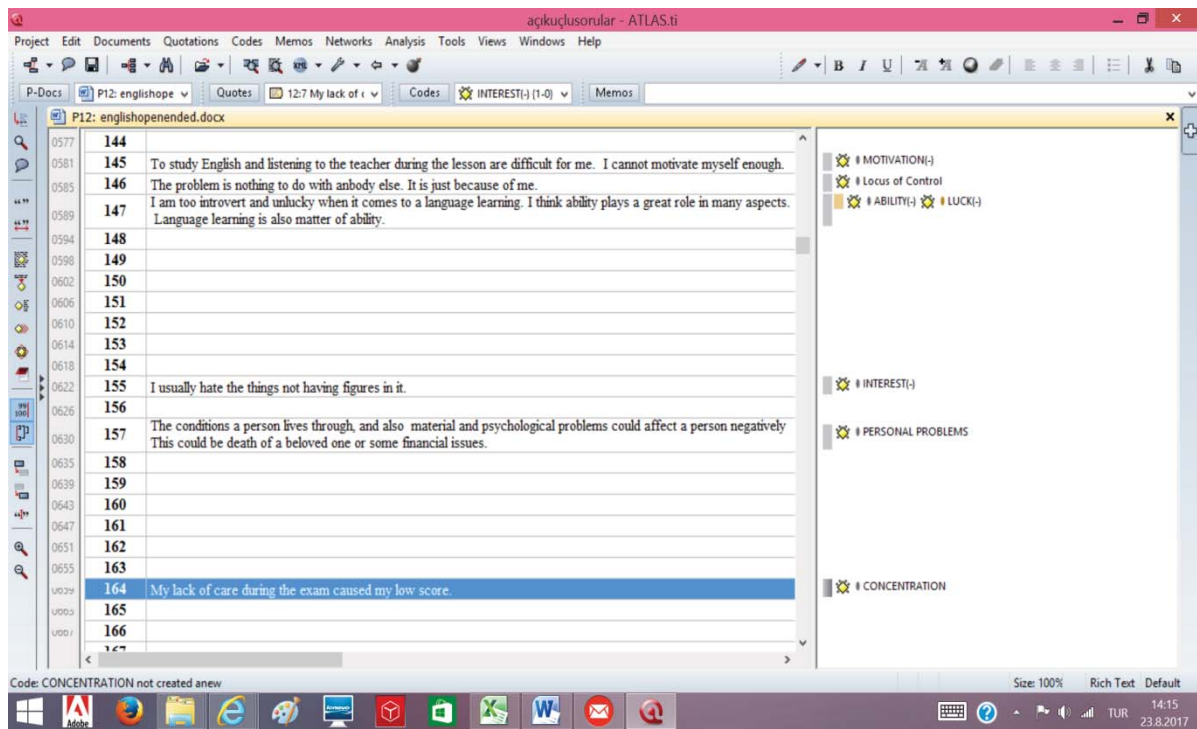


Figure 13. Coding the written open-ended questions in Atlas.ti

In order to further explore students' causal attributions, they were given some space in LACAS if they wanted to make any other points in relation to their attributions for the exam performance. The researcher did not only employ deductive qualitative analysis but also used inductive analysis with the help of an inter-rater. However, some pre-determined codes in the items of the LACAS were not enough to address students' attributions. Therefore, some of the emerged codes for the causal attributions were integrated. To illustrate, school system and transfer system were combined to make up the theme "SCHOOL SYSTEM". The detailed process of coding the data was explained in chapter 3. The codes of the survey open ended questions, similar to the other qualitative data analysis, have "+" referring to an adaptive or a desired way of causal attribution. On the other hand, the symbol of "-" means an unhealthy or unwanted type of causal attribution based on the theory. The details will be given below.

Out of 1006 students, only 100 added a comment and 6 of them were irrelevant to the question. In line with the attributions included in LACAS, the frequencies of the nine attributions are indicated in the table below:

Table 17

The Frequency of the Causal Attributions in the Deductive Qualitative Analysis

Codes	Positive/Negative views	Frequency
Ability	+	0
	-	2
Classroom Environment	+	2
	-	4
Effort	+	2
	-	12
Family	+	0
	-	0
Health	+	0
	-	1
Luck	+	0
	-	1
School system	+	2
	-	22
Task Difficulty	+	2
	-	1
Teacher	+	4
	-	4
Family	+	0
	-	0

Note. The attributions were listed according to the alphabetical order.

The qualitative data, hereby, will be presented in accordance with the highest and the lowest scores both in LACAS and the open ended questions.

Looking into the table, the most frequently endorsed attribution was *School System*, having the highest frequency level with a number of 2 positive comments and 22 negative ideas. The construct of *School System* in LACAS was limited to the curriculum, program, syllabus, the testing system. Here are two examples of student quotations related to School System, -one of them criticizing the exam system and also makes a suggestion (Student 506) and the other one (Student 269) likes the parallelism between the syllabus and the testing.

Student 506: In some schools, listening is tested on a different day. This system might be tried out because we could concentrate on it, specifically. In the exam, we wouldn't get nervous by considering that we cannot finish the writing section or the reading section. (*School System -*)

Student 269: The exam was quite in line with what we have covered in the classroom. It was also measuring the language aptitude. However, as

the things we have studied were asked, overall I think we have succeeded in the exam. (*School System -*)

While analyzing the data, the researcher also noticed that students referred to the transfer system, which the school administration implemented for the first time when this study was conducted in the fall semester of 2016-2017 academic year. This transfer system required students who received scores lower than 60 (which is a cut-off point for pass/ fail issues in the school) in either pop quizzes or the first two midterm exams to go to a lower level. To illustrate, if an Elementary level student had a score of 55 out of 100 in the midterm exam, s/he had to attend Beginner B level classes which is a lower level. This was also valid for the ones who got a score above 80. These successful students were able to go to a higher level. The rationale behind this movement among the levels was that the school administration aimed to help students to be placed in the right level, not solely based on the Placement exam administered at the beginning of the year. However, the students who were unsuccessful in the exam pointed out the negative sides of this system change in the open-ended questions. In the analyses of the data process, first these quotations were coded as *Transfer*; however, then it was put under the *School System* in general. Here are some examples of it:

Student 50: Since the academic year started, I've strongly disagreed with the idea of transfer system across levels. This is my 4th class and I could not adapt to any of them. I couldn't put the classes under my control. If I was given a chance to compensate my failure, I mean, if my class had not been changed, I am sure I would be in a better situation compared to the one now. I demand this issue be dealt with (*Transfer = SCHOOL SYSTEM-*).

Student 123: I am definitely not glad about the system having been introduced this year. I have been transferred from Beginner B to Beginner A and if I go back to Beginner B after the exit exam, I will fall behind my peers as well as the program. Last but not least, now I cover the same things that I have seen in Beginner and don't think it will make any contributions to my knowledge (*Transfer = SCHOOL SYSTEM-*). .

When comparing the result from the quantitative data with the open-ended questions, there is not a parallelism between the results of them with respect to attribution to *School System*. In LACAS, the mean score (*School System* Mean: 3.83/ 5) indicated that students were mostly in agreement with the positive contribution of the school system. The students noting down their comments in the open-ended part of the scale might be the ones having problems with the external, uncontrollable factor, namely *School System* (f= 22).

Different from the results regarding *School System*, the attribution to lack of *Effort* was similarly highlighted by the respondents in both quantitative and the qualitative parts. In the qualitative analysis, while 12 of them referred to lack of *Effort*, two of them stated that they studied for the exam and they received their score. The results in LACAS are in alignment with the results in the open-ended questions with regard to *Effort*. That is, students mostly take hold of their responsibility and ascribe their performance to internal, unstable and controllable adaptive attribution of *Effort*. The low mean score of *Effort* in LACAS (Mean: 2.89) and the relatively high frequency (f=11) in the negative comments of *Effort* of the open-ended survey imply that students are aware of their lack of enough study for the exam. Here is one positive and two negative example of a quotation of *Effort*:

Student 334: I have not studied enough so far. But I will try to do it (*Effort*-).

Student 347...Listening to the teacher during the class hours and revising the lesson were enough. (*Effort*+)

Student 476: I could have received a higher score if I had studied for the exam even for a day. I am so regretful about it. (*Effort*-)

Study habit is another important adaptive attribution derived from the open-ended questions. It encompasses the idea of planning the studies and regular study habits. Example quotes for this code is shown below:

Student 646: Indefinite study plan. (*Study Habits*-)

Student 491: I cannot design a regular study plan for myself. (*Study Habits*-)

In contrast to the reference to *Health* in LACAS, students did not note it in the open ended questions frequently (f= 1). However, there is a parallelism between the quantitative data and the qualitative data in the sense that students

did not make high attributions to *Family*. This might stem from the fact that they live in a different city from their parents and they have become adults in their first year at university and less dependent on their family.

Inductive qualitative analysis also revealed 14 causal attributions and 1 causal dimension. Some of these themes had already been indicated in the literature; however, each case might have their own attribution style depending on the context. Therefore, these attributions were determined based on the analysis and added to the Attribution Retraining sessions of the present study with their consolidation methods.

Table 18

The Frequency of the Causal Attributions in the Inductive Qualitative Analysis

Codes	Positive/Negative views	Frequency
Adaptation	+	0
	-	1
Anxiety	+	0
	-	3
Background	+	0
	-	3
Concentration	+	0
	-	13
DGS/Vertical	+	0
Transition Exam	-	3
Interest	+	0
	-	3
Late Comers	+	0
	-	3
Mood	+	1
	-	4
Motivation	+	1
	-	3
Noise	+	0
	-	1
Personal	+	0
Problems	-	5
Psychological	+	0
Problems	-	1
Self-Efficacy	+	0
	-	12
Strategy	+	1
	-	3
Study Habits	+	0
	-	2
Irrelevant responses		5
Locus of Control		1

Note: The attributions were listed according to the alphabetical order.

As for the emerged categories, the most frequently cited attributions were uncontrollable problems such as lack of concentration, lack of self-efficacy and

personal problems. To begin with, concentration problems during the exam, as an external and uncontrollable attribution, seem to have caused students' failure in addition to the reasons indicated in LACAS. Here are two example quotations related to it:

Student 229: To repeat the preparatory class next year makes me nervous and I cannot concentrate on the exam because I cannot repeat the class. I have no other option other than pass the class. (*Exam Anxiety-*)

Student 250: I have attention deficit. While I got the grammar question right on the top, I forgot to add an affix in a question below. I don't like this. (*Attention -*)

Secondly, lack of self-efficacy ($f=12$), which is more internal, but uncontrollable attribution appears to have played a major role in students' performances. Students highlighted this issue by saying:

Student 68: Although I want to be successful, I feel overwhelmed by the feeling of failure. (*Self-efficacy-*)

Student 306: Sometimes, I feel stuck and don't feel the power to take any further step. (*Self- efficacy-*)

Five students also pointed out an internal, unstable but uncontrollable their personal problems as linked to their performance in the exam.

Student 214: I have been going through hard days. Therefore, I cannot concentrate on the lessons (*Personal Problems-*)

Student 627: Because I did have an argument with somebody I know well and I did not study... .(*Personal Problems-*)

Although other attributions coming out of the open-ended survey analysis haven't achieved high frequencies as seen in the table above, they seem to be important factors in students' performances. To illustrate, *Adaptation* was labeled as a cause of students' performance in their first year at university. As most of them live apart from their families and their neighborhood for the first time in their lives, they might experience some difficulties in adapting to the new environment. Three students noted some problems with their previous language learning experiences and the environment (*Background*). Three students also indicated the

Vertical Transition Exam (Dikey Geçiş Sınavı-DGS), which enables students who have completed two-year technical schools at higher education to continue their junior year in an undergraduate program like in METU. When this study was conducted, the country went through a military coup attempt and in the country, most of the official processes slowed down for a while such as students who had passed DGS exam and got the opportunity to continue their education in a four year program had to attend the school for about a month later after the academic year started. Three students also emphasized their lack of *Interest* in English or language learning. This is a common problem noted by most of the instructors in informal interviews before designing LACAS. Most of the students study science departments, mostly engineering as this is a technical university, therefore, students are not willing to learn or study a language in a tight program. Some students came *late* for the midterm exam and this caused them to be anxious (*Late Comers*). Four of the participants added another exam-day related issue, which is about their *mood* on the day of the exam. Three students highlighted lack of their motivation in learning English. One student noted a problem of *noise* during the exam, which affected his/her performance. One student wrote *psychological problems* as the attribution to the exam score. One student, interestingly, wrote about causal dimension, i.e. *locus of control*, rather than causal attributions. The open-ended questions also show that three students accepted their lack of responsibility of studying enough but also they indicated their lack of knowledge in *strategy* use in language learning. That is, they did not know the strategies they needed to use. That is why, these students were thought to be guided in their classes by their own instructors or attribution retraining sessions including strategy awareness and use. This was attempted to be included in AR sessions of the present study to guide the students.

In addition to the exploration of students' causal attributions via LACAS and the open-ended questions, the researcher examined the dimensions of these causes through CDS II. As Dong et al. (2013), suggest causal attributions need to be scrutinized in different angles, not just by exploring dimensions or the cases. CDS II includes 12 items in total and each four dimension (*Locus of Control*, *Personal Control*, *Stability* and *External Control*) has three questions. The Likert Scale has nine points. (Appendix B). The results are presented below:

Table 19

Descriptive Statistics for Casual Dimensions

	N	Minimum	Maximum	Mean	SD
Locus of Control	979	1.00	9.00	6.75	1.32
Personal Control	979	1.00	9.00	7.36	1.23
Stability	979	.67	9.00	3.50	1.79
External Control	979	.67	9.00	3.64	1.56

Given the table above, the findings show that the participants take the responsibility of their performance rather than putting the blame on the other external and stable factors. They appear to believe that the causes of their exam results resides in themselves as the mean scores for *Locus of Control* (Mean=6.75) and *Personal Control* (Mean=7.36) seem to be rather high for a 9-point Likert Scale. On the other hand, the mean scores for *Stability* (Mean= 3.50) and *External Control* (Mean=3.64) appear to be lower, which also projects the adaptive attributions of the student profile. This is a promising result for the respondents as they believe that they can change the negative results or they can continue their achievement in the future as Weiner argues (2010). These results; however, seem to contradict with the results of LACAS in that students gave credit to *Health* and *Teacher* as the major factor for their exam score. *Effort*, as an internal and controllable factor, had a low mean score. This might imply that the participants believe in themselves to be able to change their results and hold the control over the events; however, when examined specifically through causal attributions, it is clearly seen that students take the charge over themselves considering their language achievement.

Research Question 2: Perceived Success Effects on Attributions

The second goal of this thesis is to disclose whether causal attributions remain stable in accordance with the different perceived level of success. *Perceived level of success* refers to how successful students view themselves and they revealed this by rating their performance on a 10 point scale.

In an attempt to unveil any possible differences between participants (i.e. students with high perceived success vs. students with low perceived success), on SPSS 23.0, participants were first classified by employing a K-means cluster

analysis. This procedure enables researchers to deal with a great number of participants and to end up with homogeneous groups for each variable determined. The K-means cluster analysis identified three groups including students with a high (N= 229), medium (n= 679) and low (N= 77) perceived success score. To be able to explore the differences between the students with a high level of success and the low level of success, those with a medium score were left out for this analysis. As perceived success was measured on the basis of only one question on a scale (Appendix B), the highest and the lowest scores were taken as the basis of the data analyses.

Such assumptions as “sample size, normality, outliers, linearity, homogeneity of regression, multi-collinearity and singularity and homogeneity of variance-covariance matrices” were checked before conducting the MANOVA analyses (Pallant, 2011, p.277). 21 outliers were excluded for the analyses.

A one-way between-groups multivariate analysis of variance (MANOVA) was conducted to investigate effects of levels of perceived success on achievement attributions stated by the participants for their latest exam performance. The breakdown of total scores, means and standard deviation for each attribution according to perceived success are presented in Table 20:

Table 20

Achievement Attributions according to Perceived Success

	Low Perceived Success			High Perceived Success		
	N	Mean	N	Mean	N	Mean
Health	77	4.14	.97	229	4.44	.77
Teacher	77	4.30	.61	229	4.41	.64
Classroom	77	4.04	1.04	229	4.21	.84
Environment						
Luck	77	3.50	1.17	229	4.26	.86
School	77	3.68	.89	229	4.02	.64
System						
Task	77	3.49	.76	229	3.89	.67
Difficulty						
Family	77	3.57	1.23	229	3.75	1.04
Ability	77	2.95	.99	229	3.65	.76
Effort	77	2.43	1.16	229	3.40	.93

This analysis revealed that participants’ perceived success, meaning that how successful they view themselves on a 10 point Likert Scale, had significant

main effect on the causal attributions measured in LACAS ($\Lambda = .815$, $F = 7.331$, $p = .000$), indicating a large effect size (partial eta squared = .185). Although the mean scores appear to be in a similar order of magnitude for two groups, the results reveal greater mean scores on all attribution factors for High Perceived Success groups at a statistically significant level but the attributions of *Teacher*, (Low Perceived Success = 4.30; High Perceived Success: 4.41; $F = 1.674$; $p = .197$), *Family* (Low Perceived Success = 3.57; High Perceived Success: 3.75; $F = 1.595$; $p = .208$) and *Classroom Environment* (Low Perceived Success = 4.04; High Perceived Success: 4.21; $F = 2.140$; $p = .145$) given for participant's exam performance indicated no statistical significance. The other group differences on the causal attributions reached statistical significance (in order of size of F values): *Effort* (Low Perceived Success = 2.43; High perceived Success: 3.4; $F = 54.15$; $p = .000$; eta squared = .151); *Ability* (Low Perceived Success = 2.95; High perceived Success = 3.65; $F = 40.26$; $p = .000$; eta squared = .117); *Luck* (Low Perceived Success = 3.5; High perceived Success = 4.26; $F = 36.79$; $p = .000$; eta squared = .108); *Task Difficulty* (Low Perceived Success = 3.49; High Perceived Success = 3.89; $F = 18.59$; $p = .000$; eta squared = .058); *School System* (Low Perceived Success = 3.68; High perceived Success = 4.02; $F = 13.33$; $p = .000$; eta squared = .042); *Health* (Low Perceived Success = 4.14; High perceived Success = 4.44; $F = 7.23$; $p = .008$; eta squared = .023).

A Bonferroni post-hoc test was administered on all attributions; however, the significant main effect of group was found only on the other six measures. The results of the Bonferroni test on only the variables, which produced significant results according to the MANOVA:

Table 21

Comparisons of Means according to Perceived Level of Success of Participants' Causal Attributions

Dependent Variable	(I) Perceived High /Low	(J) Perceived High/ Low	Mean Difference (I-J)	Std. Error	Sig. ^b
Effort	Low Perceived success	High Perceived success	-.971 [*]	.132	.000
	High Perceived success	Low Perceived success	.971 [*]	.132	.000
Health	Low Perceived success	High Perceived success	-.294 [*]	.109	.008

Ability	High Perceived success	Low Perceived success	.294*	.109	.008
	Low Perceived success	High Perceived success	-.695*	.110	.000
School System	High Perceived success	Low Perceived success	.695*	.110	.000
	Low Perceived success	High Perceived success	-.343*	.094	.000
Task Difficulty	High Perceived success	Low Perceived success	.343*	.094	.000
	Low Perceived success	High Perceived success	-.397*	.092	.000
Luck	High Perceived success	Low Perceived success	.397*	.092	.000
	Low Perceived success	High Perceived success	-.762*	.126	.000
Classroom Environment	High Perceived success	Low Perceived success	.762*	.126	.000
	Low Perceived success	High Perceived success	-.173	.118	.145
Family	High Perceived success	Low Perceived success	.173	.118	.145
	Low Perceived success	High Perceived success	-.182	.144	.208
Teacher	High Perceived success	Low Perceived success	.182	.144	.208
	Low Perceived success	High Perceived success	-.109	.084	.197
	High Perceived success	Low Perceived success	.109	.084	.197

Note: a. Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

In order to consolidate and triangulate the data on the exploration of the participants' attribution style, the researcher also analyzed the dimension of the attributions based on Causal Dimension Scale II (McAuley, Duncan, & Russell, 1992) according to their perceived success levels. A one-way MANOVA was run to reveal if there exists any mean difference among the dimensions of causal attributions with respect to perceived success at a statistically significant level. Before performing the MANOVA test, the assumptions of the test suggest 17 outliers, so they were excluded from this analysis. Below are the descriptive results in Table 22:

Table 22

Achievement Attributions according to Perceived Success

	Low Perceived Success			High Perceived Success		
	N	Mean	SD	N	Mean	SD
Locus of Control	75	6.36	1.68	242	7.05	1.17
Personal Control	75	7.49	1.15	242	7.58	.99

Stability	75	2.26	1.58	242	4.28	1.91
External Control	75	3.24	1.42	242	3.71	1.49

The table shows that the mean scores of the students with low perceived success seem to be lower compared to the ones of high perceived success in terms of *Locus of Control*, *Personal Control*, *Stability* and *External Control*. The findings displayed in Table 23 clearly demonstrates a statistically significant main effect of group on causal dimension scores ($\Lambda = .797$, $F = 19.817$, $p = .01$) indicating a large effect size (partial eta squared = .203). More specifically, mean scores of the students with a high level of success (high perceived success) outnumber those of the students with a low level of perceived success in terms of *Locus of Control* (Low Perceived Success = 6.36; High perceived Success = 7.05; $F = 15.713$; $p = .000$; eta squared = .048). This analysis also disclosed that the students with a high level of perceived success outscore the correspondent group in their mean scores of *Stability* (Low Perceived Success = 2.26; High perceived Success = 4.28; $F = 68.532$; $p = .000$; eta squared = .179). Similarly, *External Control* makes a difference between students who view themselves unsuccessful (Low Perceived Success = 3.24) and students who consider themselves as successful (High Perceived Success = 3.71) at a statistically significant level ($F = 5.972$; $p = .015$; eta squared = .019). On the other hand, regarding *Personal Control*, although students with a high perceived success score (High Perceived Success = 7.49) has a greater mean score than the low perceived success group (Low Perceived Success = 7.58), it did not indicate a statistically significant difference ($F = .417$; $p = .519$). The details are presented in the table below:

Table 23

Comparisons of Means according to Perceived Level of Success of Participants' Causal Dimensions

Dependent Variable	(I) Perceived High /Low	(J) Perceived High/ Low	Mean Difference (I-J)	Std. Error	Sig. ^b
Locus of Control	Low Perceived success	High Perceived success	-.688*	.174	.000
	High Perceived success	Low Perceived success	.688*	.174	.000
Personal Control	Low Perceived success	High Perceived success	-.088	.136	.519
	High Perceived success	Low Perceived success	.088	.136	.519
Stability	Low Perceived success	High Perceived success	-2.017*	.244	.000

	HighPerceived success	Low Percievedsuccess	2.017*	.244	.000
External Control	Low Percievedsuccess	HighPerceived success	-.478*	.195	.015
	HighPerceived success	Low Percievedsuccess	.478*	.195	.015

Research Question 3: Future Self-Guides Effect on Attributions

Future self-guides, i.e. *ideal L2 self* and *ought-to self*, used in this study are not prescriptive with regard to which person needs to be categorized as participants with high or low scores. In view of this stance, participants were initially grouped by means of a K-means cluster analysis procedure on SPSS 23, using *ideal L2 self*-scores and the *ought-to self* scores produced by future self-guide scales separately in order to find out any possible discrepancies between participants (i.e. high *ideal L2 self*-vs. low *ideal L2 self* and low *ought-to self*-vs. high *ought -to self*). This procedure enables the researcher to handle large numbers of cases and to determine relatively homogeneous groups of participants within selected variables, which allows data to be analyzed for group differences. The analysis of K-means cluster provided the classification of two different groups of participants. According to the participants' *ideal L2 self*-scores, the first cluster achieved a quite lower achievement score (N =367, Mean=2.97) than the second cluster (N= 612, Mean= 4.22), henceforth referred to as students with 'high *ideal L2 self*' and 'low *ideal L2 self*' respectively (F= 1793.685, p = .000). According to the future self-guide scale, the first cluster had a lower '*ought-to self*' mean score (N= 480, Mean= 2.17) than the second cluster (N=489, Mean=3.67), therefore they are considered as participants with 'lower' and 'higher' *ought-to self* respectively (F=2118.967, p<.000). These groupings will be taken as bases of comparisons in further analysis of the data.

Achievement attributions according to Ideal L2 self. A one way MANOVA was performed to investigate the effect of *ideal L2 self* on the causal attributions. The results indicate a main effect on the attributions at a statistically significant level ($\Lambda = .929$, F= 7.883, p = .000) with a moderate effect size (partial eta square= .71)

As indicated in the table below, students with the high level of *ideal L2 self* have more positive attributions for their exam performance except *Health* (Low

Ideal L2 self =4.30; High *ideal L2 self*=4.28 ; $F =.83$; $p =.77$; eta squared = .000). Compared to the students with a low *ideal L2 self*, the ones with a high mean score for vision display a more positive attitude on such causal attributions as *Ability* (Low *Ideal L2 self* =3.07; High *ideal L2 self*=3.57; $F =62.240$; $p =.000$; eta squared = .063), *School System* (Low *Ideal L2 self* =3.75; High *ideal L2 self*=3.94; $F =16.557$; $p =.000$; eta squared =.017), *Teacher* (Low *Ideal L2 self* =4.21; High *ideal L2 self*=4.35; $F =10.393$; $p =.001$; eta squared = .011), *Family* (Low *Ideal L2 self* =3.52; High *ideal L2 self*=3.68; $F =4.561$; $p =.033$; eta squared =.005), and *Classroom Environment* (Low *Ideal L2 self* =4.05; High *ideal L2 self*=4.16; $F =3943$; $p =.047$; eta squared = .004).

Table 24

Achievement Attributions according to Ideal L2 self

	Low Ideal L2 Self			High Ideal L2 self		
	N	Mean	SD	N	Mean	SD
Health	353	4.30	.80	582	4.28	.92
Teacher	353	4.21	.63	582	4.35	.64
Classroom Environment	353	4.05	.82	582	4.16	.84
Luck	353	3.89	.95	582	3.93	1.05
School System	353	3.75	.69	582	3.94	.72
Task Difficulty	353	3.66	.71	582	3.72	.74
Family	353	3.52	1.03	582	3.68	1.08
Ability	353	3.07	.83	582	3.51	.83
Effort	353	2.85	.98	582	2.93	1.05

In addition to *Health* (Low *Ideal L2 self* =4.30; High *ideal L2 self*=4.28; $F =.083$; $p =.773$), no statistically significant difference was found with respect to *Effort* (Low *Ideal L2 self* =2.85; High *ideal L2 self*=2.93; $F =1.350$; $p =.246$); *Task Difficulty* (Low *Ideal L2 self* =3.66; High *ideal L2 self*=3.72; $F =$; $p =.182$) and *Luck* (Low *Ideal L2 self* =4.05; High *ideal L2 self*=4.16; $F =282$; $p =.596$). The details of the mean differences are presented in the table below:

Table 25

Comparisons of Means according to Ideal L2 self of Participants' Causal Attributions

Dependent Variable	(I) Ideal L2 Self	(J) Ideal L2 Self	Mean Difference (I-J)	Std. Error	Sig. ^b
Effort	Low Ideal L2 self	High Ideal L2 self	-.080	.069	.246
	High Ideal L2 self	Low Ideal L2 self	.080	.069	.246

Health	Low Ideal L2 self	High Ideal L2 self	.017	.059	.773
	High Ideal L2 self	Low Ideal L2 self	-.017	.059	.773
Ability	Low Ideal L2 self	High Ideal L2 self	-.442*	.056	.000
	High Ideal L2 self	Low Ideal L2 self	.442*	.056	.000
School System	Low Ideal L2 self	High Ideal L2 self	-.196*	.048	.000
	High Ideal L2 self	Low Ideal L2 self	.196*	.048	.000
Teacher	Low Ideal L2 self	High Ideal L2 self	-.139*	.043	.001
	High Ideal L2 self	Low Ideal L2 self	.139*	.043	.001
Task Difficulty	Low Ideal L2 self	High Ideal L2 self	-.066	.049	.182
	High Ideal L2 self	Low Ideal L2 self	.066	.049	.182
Family	Low Ideal L2 self	High Ideal L2 self	-.154*	.072	.033
	High Ideal L2 self	Low Ideal L2 self	.154*	.072	.033
Luck	Low Ideal L2 self	High Ideal L2 self	-.036	.069	.596
	High Ideal L2 self	Low Ideal L2 self	.036	.069	.596
Classroom Environment	Low Ideal L2 self	High Ideal L2 self	-.113*	.057	.047
	High Ideal L2 self	Low Ideal L2 self	.113*	.057	.047

Note: a. Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

Achievement attributions according to ought-to self. MANOVA analysis show group differences as to what midterm scores are ascribed to at a significant level in line with the *ought-to self*. Performing Wilk's Lambda statistics, a significant main effect of participants' latest achievement scores was explored with reference to which attributions students connect their exam performance ($F=2.172$, $p = .022$).

Table 26

Achievement Attributions according to Ought -to Self

	Low Ought to Self			High Ought to self		
	N	Mean	SD	N	Mean	SD
Health	456	4.31	.89	479	4.26	.86
Teacher	456	4.30	.62	479	4.29	.65
Classroom Environment	456	4.16	.83	479	4.07	.84
Luck	456	4.01	1.01	479	3.82	1
School System	456	3.90	.69	479	3.84	.73
Task Difficulty	456	3.71	.72	479	3.68	.73

Family	456	3.57	1.12	479	3.67	1
Ability	456	3.41	.81	479	3.28	.89
Effort	456	2.89	1.02	479	2.91	1.03

Overall, students with a low level of *ought-to self* has more positive attributions except *Effort* (Low *Ought-to Self* =2.89; High *Ought-to Self*=2.91; $F = .080$; $p = .153$); and *Family* (Low *Ought-to Self* =3.57; High *Ought-to Self*=3.67; $F = 2.049$; $p = .777$) which did not qualify as significant after Bonferroni correction. Specifically, only attribution to *Luck* (Low *Ought-to Self* 4.01=; High *Ought-to Self*=3.87; $F = 8.213$; $p = .004$; eta squared =.009), and *Ability* (Low *Ought-to Self* =3.41; High *Ought-to Self*=3.28; $F = 5.391$; $p = .020$; eta squared =.006), made a difference between the students with a high level of *ought-to self* and low level of *ought-to self*. In addition to *Effort* and *Family*, no significant difference was found on the other attributions, namely, *Classroom Environment* (Low *Ought-to Self* =4.16; High *Ought-to Self*=4.07; $F = 2.712$; $p = .100$; *Family* (Low *Ought-to Self* =3.57; High *Ought-to Self*=3.67; $F = 2.049$; $p = .153$); *School System*(Low *Ought-to Self* =3.90; High *Ought-to Self*=3.84; $F = 1.723$; $p = .90$; *Health*(Low *Ought-to Self* =4.31; High *Ought-to Self*=4.26; $F = .737$; $p = .391$; *Task Difficulty* (Low *Ought-to Self* =3.71; High *Ought-to Self*= 3.68; $F = .420$; $p = .517$); *Teacher* (Low *Ought-to Self* =4.30; High *Ought-to Self*=4.29; $F = .173$; $p = .678$).

The mean differences and the significance levels are shown as in Table 27:

Table 27

Comparisons of Means according to Ideal L2 self of Participants' Causal Attributions

Dependent Variable	(I) Ought- to Self	(J) Ought- to Self	Mean Difference (I-J)	Std. Error	Sig. ^b
Effort	Low Ought - to Self	High Ought - to Self	-.019	.067	.777
	High Ought- to Self	Low Ought - to Self	.019	.067	.777
Health	Low Ought- to Self	High Ought - to Self	.049	.058	.391
	High Ought - to Self	Low Ought- to Self	-.049	.058	.391
Ability	Low Ought - to Self	High Ought - to Self	.130 [*]	.056	.020
	High Ought- to Self	Low Ought - to Self	-.130 [*]	.056	.020
School System	Low Ought - to Self	High Ought - to Self	.062	.047	.190

Teacher	High Ought - to Self	Low Ought - to Self	-.062	.047	.190
	Low Ought- to Self	High Ought - to Self	.017	.042	.678
Task Difficulty	High Ought - to Self	Low Ought - to Self	-.017	.042	.678
	Low Ought - to Self	High Ought - to Self	.031	.048	.517
Family	High Ought - to Self	Low Ought - to Self	-.031	.048	.517
	Low Ought - to Self	High Ought - to Self	-.100	.070	.153
Luck	High Ought - to Self	Low Ought - to Self	.100	.070	.153
	Low Ought - to Self	High Ought - to Self	.190*	.066	.004
Classroom Environment	High Ought - to Self	Low Ought - to Self	-.190*	.066	.004
	Low Ought- to Self	High Ought - to Self	.091	.055	.100
	High Ought - to Self	Low Ought - to Self	-.091	.055	.100

Research Question 4: Achievement Attributions and the Exam Scores

This research question purports to find out whether there exists a relationship between the previous exam scores and the future exam scores. Also, it aims at exploring whether causal attributions could predict students' past and prospective exam performances. In the following parts, the relationships between the future exam and attributions and whether the attributions could predict these exam scores will be reported and discussed. Next, the relationship between the past exam and the causal attributions will be explained and also whether or not students' achievement attributions could predict her previous exam score will be presented.

The relationship between future exam score and causal attributions, ideal I2 self, ought to self, motivated behaviour and effort. Whether students' future exam scores are related to their level of causal attributions (*Effort, Health, Ability, School System, Teacher, Task Difficulty, Family, Luck and Classroom Environment*), *ideal L2 self, ought-to self* and *motivated behavior & effort* is the other question investigated in this study. In order to find out the relation of those 12 variables with the future exam score, a Pearson product-moment correlation was computed and the results are as shown in Table 28:

Table 28

Pearson product-moment correlations Between Attributions and The Future Exam Scores

	Correlations												
	1	2	3	4	5	6	7	8	9	10	11	12	13
1.Midterm 2	1												
2.Effort	.236**	1											
3.Health	.122**	.015	1										
4.Ability	.141**	.178**	.055	1									
5.School System	.070	.171**	.209**	.256**	1								
6.Teacher	.112**	.103**	.222**	.222**	.479**	1							
7.Task Difficulty	.118**	.060	.446**	.087**	.290**	.185**	1						
8.Family	.009	.172**	.019	.212**	.243**	.231**	.055	1					
9.Luck	.148**	.008	.455**	.123**	.261**	.284**	.424**	.027	1				
10.Classroom Environment	.064	.094**	.261**	.157**	.451**	.423**	.276**	.160**	.225**	1			
11.IdealL2self	.009	.024	.046	.349**	.134**	.106**	.052	.085**	.064*	.081*	1		
12.Ought to self	-.033	.042	-.072*	.086**	-.020	-.003	-.034	.084**	.134**	-.036	.055	1	
13.Motivated Behaviour	.087*	.336**	-.007	.327**	.231**	.215**	.051	.184**	.010	.128**	.471**	.211**	1

Note. **Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

Pearson correlation coefficients showed that the majority of the variables under exploration in the present study were correlated positively with each other at a statistically significant level. With regard to the future exams score and other variables, the future test score were related to all but *School System*, *Family*, *Classroom Environment*, and *Ideal L2 self*, *Ought-to self*. As shown in Table 28, *Effort* ($r = .236$, $p < .01$), *Health* ($r = .122$, $p < .01$), *Ability* ($r = .141$, $p < .01$), *Teacher* ($r = .112$, $p < .01$), *Task difficulty* ($r = .118$, $p < .01$), *Luck* ($r = .148$, $p < .01$) and *Motivated Behaviour* ($r = .087$, $p < .05$) are the variables having showed correlations with students' future midterm exam scores at a statistically significant level. Statistical significance documented between future exam scores and other variables might imply a meaningful and also a significant interaction.

The predictability of causal attributions in the future exam. To explore whether six causal attributions and motivated behavior predict students' future achievement -as measured by the following midterm scores-, a stepwise regression analysis was used to test. The sample size is noted as an important requirement for a multiple regression analysis (Pallant, 2011). Taking the formula ($N > 50 + 8m$) given by Tabachnick and Fidell (2007; as cited in Pallant, 2011) into

consideration, the sample size of this study was satisfactorily enough for a regression analysis. (N= 652)

Preliminary analyses were performed to ensure “no violation of the assumptions of normality, linearity, multicollinearity and homoscedasticity” (Pallant, p. 149). To find out how much variance is explained by these seven factors, a stepwise regression was performed, entering the variables called *Effort* , *Health Ability*, *Teacher*, *Task difficulty*, *Luck* and *Motivated Behaviour & Effort* as independent variables and Midterm 2 scores (future achievement) as dependent variable.

Table 29

Stepwise Multiple Regression Analyses of the Future Exam (N= 652)

Predictors	Standardized Coefficients			Correlations		
	β	t	Sig.	Zero-order	Partial	Part
1 Effort	.235	6.077	.000	.235	.235	.235
2 Effort	.235	6.117	.000	.235	.237	.235
Luck	.128	3.328	.001	.128	.132	.128
3 Effort	.219	5.614	.000	.235	.219	.215
Luck	.117	3.032	.003	.128	.120	.116
Ability	.086	2.193	.029	.142	.087	.084

Note. adjusted R^2 for model 1=.054; model 2=.069; model 3= .074

Attributions to *Effort*, *Luck* and *Ability* came out as significant predictors of future achievement, together accounting for only 7.9 % of the total variation ($R^2=.079$; Adjusted $R^2=.074$).

Effort entered in the equation in the first phase, explaining a unique 5.5 % of the total variation ($R^2= .055$, F change=36.924, $p=.000$). In the second phase, *Luck* in the equation rose the total variation to 7.2 % with an extra unique variation of 1.63 % ($R^2= .072$, F change=11.075, $p=.003$). Finally, *Ability* was involved in the regression model in the third step to account for an additional unique 0.7 % of total variation and adding up to the amount of variation explained to 7.9 % ($R^2=.079$, F change= 8.172, $p=.029$)

The relationship between previous exam score and causal attributions, ideal I2 self, ought to self, motivated behaviour and effort. Whether students' previous exam scores are related to their level of causal attributions (*Effort, Health, Ability, School System, Teacher, Task Difficulty, Family, Luck and Classroom Environment*), *ideal L2 self, ought-to self* and *motivated behavior & effort* is another question explored in this study. In order to find out the relation of those 12 variables with the previous exam score, A Pearson product-moment correlation was calculated and the results are as shown in Table 30:

Table 30

Pearson Product-Moment Correlations between Attributions and the Previous Exam Scores

	Correlations												
	1	2	3	4	5	6	7	8	9	10	11	12	13
1.Midterm 1	1												
2.Effort	.313**	1											
3.Health	.219**	-.014	1										
4.Ability	.203**	.187**	.051	1									
5.School System	.226**	.221**	.217**	.282**	1								
6.Teacher	.146**	.124**	.212**	.212**	.494**	1							
7.Task Difficulty	.365**	.067*	.459**	.092**	.308**	.206**	1						
8.Family	.032	.183**	.000	.207**	.255**	.222**	.062	1					
9.Luck	.346**	.002	.469**	.125**	.241**	.249**	.441**	.029	1				
10.Classroom Environment	.116**	.105**	.266**	.130**	.451**	.413**	.294**	.117**	.210**	1			
11.IdealL2self	.036	.055	.058	.395**	.170**	.137**	.049	.097**	.081*	.102**	1		
12.Ought to self	-.092**	.048	.069*	-.053	-.003	.024	-.020	.093**	-.141**	-.041	.069*	1	
13.Motivated Behaviour	.036	.349**	.000	.373**	.256**	.247**	.066*	.185**	-.018	.132**	.524**	.230**	1

Note. **Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

The results showed that there were statistically significant correlations between the previous exam score, attributions to *Effort* ($r = .313, p < .00$), *Health* ($r = .219, p > .00$), *Ability* ($r = .203, p > .00$), *School System* ($r = .226, p > .00$), *Teacher* ($r = .146, p > .00$), *Task Difficulty* ($r = .365, p > .00$), *Luck* ($r = .346, p > .00$), *Classroom Environment* ($r = .116, p > .00$), and *ought-to self* ($r = .092, p > .00$). However, no correlations between students' previous exam scores and *Family* attribution ($r = .032, p > .00$), *ideal L2 self* ($r = .036, p > .00$), and *motivated behavior and effort* ($r = .036, p > .00$) were found.

The predictability of causal attributions in the previous exam. As shown in Table 31, *Effort, Health, Ability, School System, Teacher, Task Difficulty, Luck, Classroom Environment and ought-to self* are the variables having showed correlations with students' speaking scores. Multiple regression analysis was used to test which of those 10 variables significantly predicted students' previous achievement. The results are shown in the table below:

Table 31

Stepwise Multiple Regression Analyses of the Previous Exam

	Predictors	Standardized Coefficients β	t	Sig.	Zero-order	Correlations	
						Partial	Part
1	Task Difficulty	.365	11.582	.000	.365	.365	.365
2	Task Difficulty	.345	11.499	.000	.365	.363	.345
3	Effort	.289	9.636	.000	.313	.310	.289
	Task Difficulty	.239	7.361	.000	.365	.242	.214
4	Effort	.296	10.148	.000	.313	.325	.295
	Luck	.240	7.388	.000	.346	.243	.215
	Task Difficulty	.236	7.308	.000	.365	.240	.211
	Effort	.277	9.400	.000	.313	.304	.272
5	Luck	.228	7.046	.000	.346	.232	.204
	Ability	.101	3.410	.001	.203	.115	.099
	Task Difficulty	.244	7.609	.000	.365	.250	.218
	Effort	.318	10.367	.000	.313	.332	.297
	Luck	.217	6.727	.000	.346	.222	.193
	Ability	.147	4.717	.000	.203	.158	.135
	Motivated Behaviour	-.142	-4.352	.000	.036	-.146	-.125

Note. a. Dependent Variable: Midterm 1(Previous Exam Score)

Using the stepwise method, it was found that five variables explain a significant amount of variance in students' previous achievement. Attributions to *Task Difficulty, Effort, Luck* and *Ability* came out as significant predictors of previous achievement, explaining only 28.8% of the total variation ($R^2=.288$; Adjusted $R^2=.284$) as a whole.

In the first step, *Task Difficulty* entered in the equation, explaining a unique 13.3 % of the total variation ($R^2= .133$, F change=134.136, $p=.000$). In the second step, *Effort* in the equation increased the total variation to 21.7 % with an extra unique variation of 8.4 % ($R^2= .217$, F change=92.848, $p=.000$). In the third step, *Luck* appeared in the regression model to explain an additional unique 4.6 % of

total variation and adding up to the amount of variation explained to 26.3% ($R^2=.263$, F change= 54.588, $p=.000$). In the following phase, *Ability* accounted for 1% of the total variance ($R^2=.273$, F change= 11.629, $p=.000$). Finally, *motivated behavior and effort* contributed to the total variance with a unique level of 1.5 % variance ($R^2=.288$, F change= 18.943, $p=.000$).

Research Question 5: The Effect of an Attribution Retraining Program on EFL Learners' Achievement Attributions

In order to investigate the possible impact of Attribution Retraining (AR), the quantitative data based on CDS II and LACAS will be analyzed, and also qualitative data driven from open-ended questions, and interviews with the experimental group participants will be used to support the quantitative data.

The effect of AR on EFL learners' causal dimensions. In order to explore the effect of Attribution retraining (AR), if any, on the causal dimensions as well as causal attributions, the researcher performed a one-way between-groups analysis of covariance(ANCOVA). Although the numbers of the participants in the experimental group ($N=12$) and the control group ($N=12$) were low, ANCOVA was run as it is a more robust statistical test compared to the non-parametric version of Wilxicon Signed Rank Test. The reason why ANCOVA was performed is to control the possible effect of pre-test scores of attributions on the post-test. In addition to the comparison of post-test score of the experimental and the control group, the changes between the pre-tests to the post tests among each group (experimental and control group separately) will be analyzed and presented in this section.

The effect of AR on EFL learners' causal dimensions based on CDS II. Before conducting ANCOVA, the descriptive statistics for causal dimension pre test scores based on CDS II will be presented as follows:

Table 32

Descriptive Statistics for Experimental and the Control Group Pre and Post Test Scores in CDS II

	PRE-TEST					POST-TEST			
	EXPERIMENTAL			CONTROL		EXPERIMENTAL		CONTROL	
	N	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Locus of Control	12	6.19	1.14	5.47	1.45	7.13	1.06	5.97	1.62

Personal Control	12	6.83	.85	7.24	1.27	7.66	.98	6.30	1.61
Stability	12	3.41	1.12	4.25	1.86	2.08	.68	3.27	1.68
External Control	12	4.66	1.15	4.83	1.38	3.91	.66	4.27	1.51

As the table illustrates, the mean scores of the sub-scales of CDS II in the pretest are not quite different from each other when compared the experimental and the control group. As given in the Appendix B, Causal Dimension Scale II (CDS II) is a nine-point Likert Scale, and it involves four main sub-categories as *Locus of Control* (e.g. Item 1= Point 9: *Your performance something that reflects an aspect of yourself*:e.g. effort, ability... Point 1: *Your performance is something that reflects an aspect of the situation*: e.g. luck, task difficulty, *Personal Control* (e.g. Item: 2 = Point 9: *Your performance is manageable by you*... Point 1: *My performance is not manageable by you*, *Stability* (e.g. Item 7: Point 9: *Your performance is stable over time*; Point 1: *Your performance is variable over time*), and *External Control* (e.g. Item 8: *Your performance is under the power of other people*... Point 1: *Your performance is not under the power of other people*). Therefore, the high mean scores in *Locus of Control* and *Personal Control* are favourable to have more adaptive students; correspondingly, low mean scores in *Stability* and *External Control* are preferable as they sign maladaptive attributions. As Figure 14 below illustrates, *Locus of Control* (Mean= 6.19; SD= 1.14) and *Personal Control* (Mean= 6.83; SD= .85) have higher means scores than *Stability* (Mean= 3.41; SD= 1.12) and *External Control* (Mean= 4.66; SD= 1.15), which are indicators of maladaptive attributional style in the pre-test.

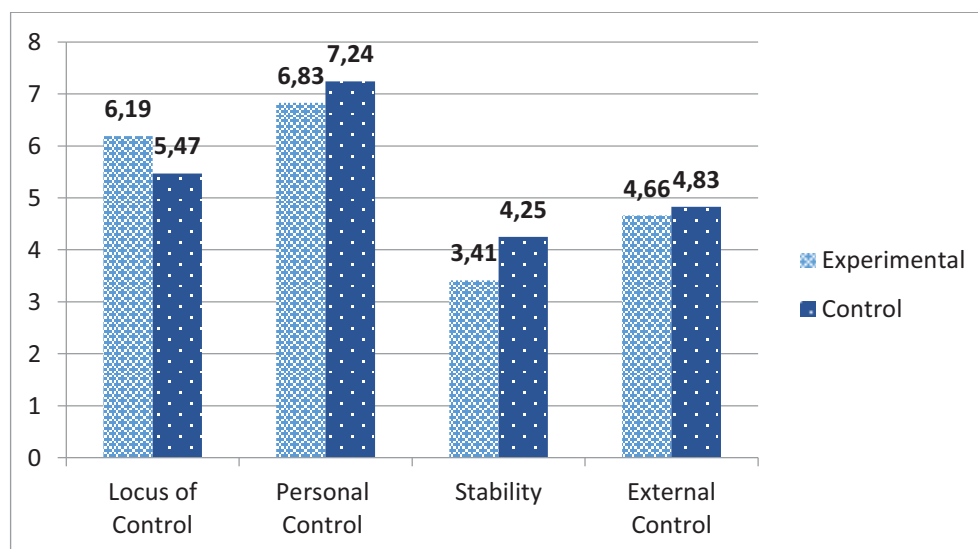


Figure 14. The levels of causal dimensions before the AR sessions

Looking into the post test descriptives as illustrated below in Figure 15 , the mean scores of *Locus of Control* (Experimental= 7.13; Control= 5.97) and *Personal Control* in the experimental group appear to be higher than the mean scores of the control group (Experimental= 7.66; Control= 6.30). In terms of *Stability* (Experimental= 2.08; Control= 3.27) and *External Control* (Experimental= 3.91; Control= 4.27), control groups' mean scores seem to be larger. After the AR sessions, students in the experimental group appear to conform to adaptive attributional style as they have high scores in *Locus of Control* and *Personal Control*; whereas, the participants in the control group seem to have higher mean scores in *Stability* and *External Control*. This might mean that experimental group has started to take more control over their learning or performance as opposed to the control group, suggesting a sign of developing an adaptive attributional style. At the same time, control group students tend to depend on external causes more than the experimental group and they believe their causes for their performance will not change in the future.

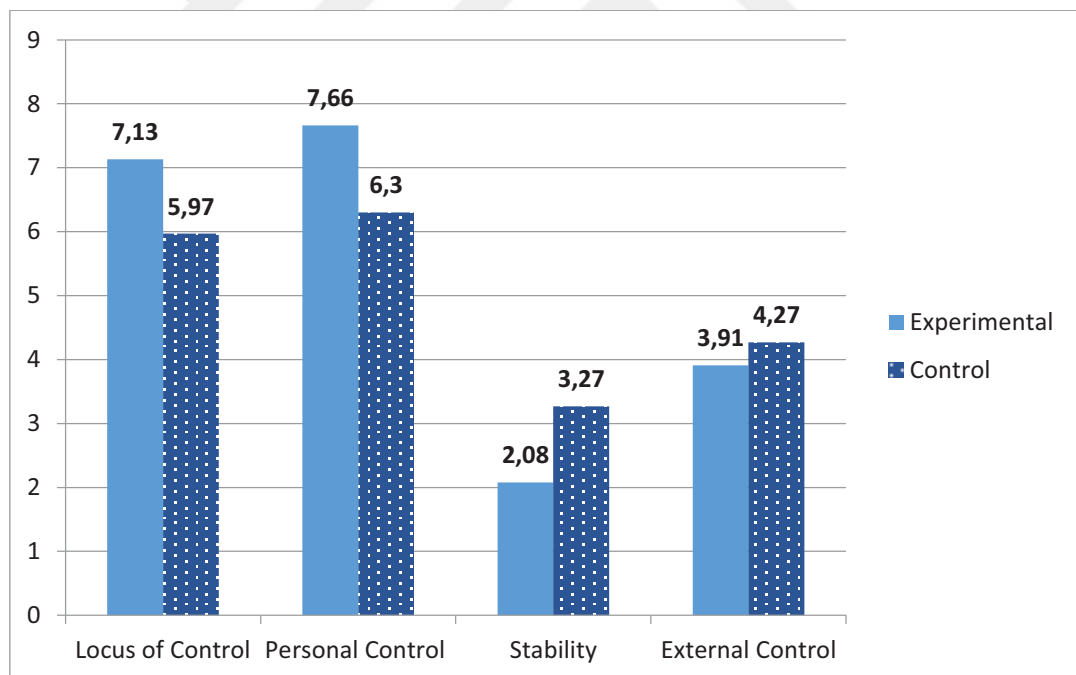


Figure 15. The levels of causal dimensions after the AR sessions

To explore whether these discrepancy in the mean scores of the experimental and the control group made a major difference, a one-way between-groups analysis of covariance (ANCOVA) was implemented. The independent variable was whether the students attended the Attribution Retraining (AR

sessions) or not and the dependent variable consisted of scores on the Causal Dimension Scale –CDS II- administered before and after the intervention. Participants' CDS II scores in the pre-intervention phase were used as the covariate in this analysis. Preliminary analyses were checked “to ensure that there was no violation of the assumptions of linearity, homogeneity of variances, homogeneity of regression slopes, and reliable measurement of the covariate” (Pallant, 2011 p.292-293). After ANCOVA adjusting the pre-treatment scores, there were some significant differences found between the two parties in *Locus of Control*, *Personal Control* and *Stability*. The detailed results are shown in detail below:

Table 33

ANCOVA Results for the AR Treatment Based on CDS II

Variable	Experimental	Control	Sig
Adjusted mean scores=Mean Scores			
LoC	7.13	5.97	.049
Personal Control	7.66	6.30	.020
Stability	2.08	3.27	.033
External Control	3.91	4.27	.458

According to this table, the AR session seems to be effective enough to improve the students' *Locus of Control* $F(1,22) = 4.325$, $p = .049$, eta squared = .164, and *Personal Control* $F(1,22) = 6.236$, $p = .020$, eta squared = .221 and instability of the achievement attributions $F(1,22) = 5.169$, $p = 0.00$, eta squared = 1.90. Although it seems as a good sign to have a lower level of *External Control* in the experimental group, the difference is not regarded as statistically significant ($p = .458$). Comparison of the two groups here reveals that students in the experimental group hold more healthy ascriptions for their performances as they believe that these reasons are under their control and these causes might change in the future. Although there exists no great difference between the experimental group and the control group in terms of their bases of external control, experimental group still offers more promising results in that they depend upon external reasons less than the correspondent group do.

The researcher also performed Wilcoxon Signed Rank Test to identify the direction of the changes from pre-tests to the post tests in both parties. The findings for the experimental group are shown below:

Table 34

Wilcoxon Signed Rank Test for the Experimental Group on CDS II

Variable	N	Pre-test	PostTest	Sig	EFFECT SIZE	Ties
50 th MEDIAN						
Locus of Control	12	6.5	7.33	.012	.7	0
Personal Control	12	7.0	7.66	.037	.6	0
Stability	12	3.33	2.33	.013	.7	1
External Control	12	4.66	4.00	.054		0

A Wilcoxon Signed Rank Test found out a statistically significant rise in scores in the repeated administration of CDS II. The median score on the 50th percentile scores increased from 6.5 in the pre-test to 7.33 in the post test ($z = -2.517$, $p = .012$) indicating a large effect size of $r = .72$ (Cohen, 1988) in terms of *Locus of Control*. Also, the median score of *Personal Control* rose from 7.00 to 7.66 ($z = -2.081$, $p = .037$) indicating a large effect size of $r = .6$. Lastly, the median score of *Stability* on the 50th percentile decreased from 3.33 to 2.33 ($z = -2.492$, $p = .013$) indicating a large effect size of $r = .72$. Although the median score of *External Control* fell from 4.66 to 4.50, it did not achieve a statistically significant difference as seen in Table 34 above ($p = .054$). As noted aforementioned in the comparison of the two groups, except for the *External Control*, experimental group started to believe more in their perceived control over their performance, they also began to believe that their link to their own performance could change in the future based on the results related to *Stability*. As for the *External Control*, experimental group started to hold onto the factors outside their control less after they received sessions on attributions.

The results of the Wilcoxon Signed Rank Test for the control group were presented in Table 35:

Table 35

Wilcoxon Signed Rank Test for the Control Group on CDS II

Variable	N	Pre-test	PostTest	Sig	Effect Size	Ties
50 th MEDIAN						
Locus of Control	12	5.33	6.16	.110		3
Personal Control	12	7.5	6.5	.028	.6	2
Stability	12	4.16	3.16	.034	.6	0
External Control	12	5	4.16	.209		0

A Wilcoxon Signed Rank Test showed a statistically significant reduction in *Personal Control* ($z = -2.199$, $p = .028$) indicating a large effect size of $r = .6$ and *Stability* ($z = -2.120$, $p = .034$) indicating a large effect size of $r = .6$ for the control group. Examined in detail, the results specific to control group change show no difference between the pre and the post test, which is quite understandable as they did not receive any attribution retraining (AR) as the control group did. The median change in *Personal Control*, while referring to a decrease, might also support that students without AR treatment might lose sense of control over time. The positive change lies in *Stability* in the control group as they started to believe that their causal attributions might vary over time and might not be permanent, implying a more adaptive attributional style compared to their case before the AR sessions.

The effect of AR on EFL learners' causal dimensions based on qualitative analyses. In order to further explore whether AR created any change on the causal dimensions of the students in the experimental group, the qualitative data instruments were coded according to the sub-categories of CDS II (*i.e. Locus of Control, Personal Control, Stability, External Control*). The themes were symbolized with a capital letter (*Locus of Control as LOC*), incorporating the sub-themes of the causal dimensions in lower case letter(*loc*) and a symbol [*loc (+) or loc(-)*] next to it. If the students referred to these dimensions in a way that reflects an adaptive attributional style, the researcher with the inter-coder, put “+” next to the code or sub-theme. An example of a thematic tree of Causal Dimension Scale II is as below:

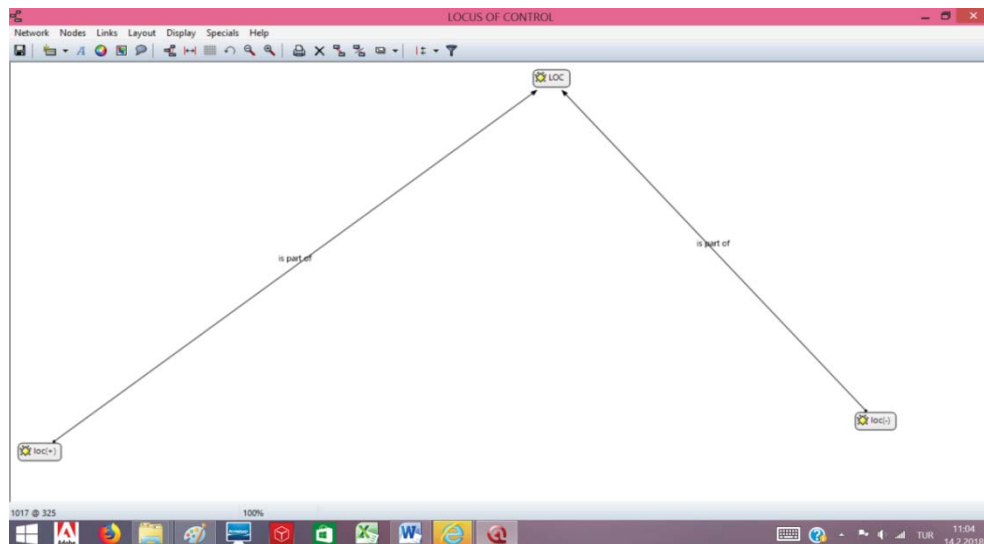


Figure 16. Thematic tree of causal dimension scale in the qualitative analysis

To illustrate, Bade referred to some of the reasons that resided in herself and stated:

Bade: “Some of them(causes) lied in myself, such as low effort”(coded as *LoC(+)*).

When the students thought that the reason comes from an external factor, the researcher coded it as *External Control (-)*, or when they stated the reason for the performance were under his/her control, the researchers coded it as *Personal Control (+)*, if the students expressed their beliefs in the fact that the reason for their performance could change in the future, it was coded as *Stability (+)* as it was an adaptive type of an attributional style. The symbol of “+” refers to a desired direction of a causal attribution.

To be able to track the changes of causal dimensions among the participants of the AR intervention, the table below was prepared:

Table 36

Experimental Group Participants’ Causal Dimensions throughout the AR sessions in the Qualitative Study

Participant Pseudo-name	Pre-Test(Open-ended questions)	Post-Test(Open-ended questions)	Interview(Individual)
1.Bade	External Control(-) LoC(+)	LoC(+) Stability(+)	
2.Canan	LoC(+) Personal Control(+) Stability(+)	LoC(+) Personal Control(+) Stability(+)	

3.Derya	No response	Personal Control(+) LoC(+) Stability(+)	
4.Emir		Personal Control (+) LoC(+) Personal Control(+) Stability(+)	
5.Esma	Stability(+) External control(-) Personal control(+)	External control(-) Personal control(+) External control(-) Stability(+)	
6.Mustafa	LoC(+) Personal Control Stability(+)	LoC(+) External Control(-) Stability(+)	Stability(+)
7.Nimet	LoC(+) External Control(-) Stability(+)	LoC(+) External Control (-) Stability(+)	
8.Oktay	External Control(-) LoC(+) Stability(+)	LoC(+) Stability(+)	
9.Özlem	LoC(+) Personal Control(+) External Control(-)	LoC(+)	
10.Sami	Personal Control(+) LoC(+)	Personal Control(+) LoC(+) Stability(+)	Personal Control(+)
11.Sema	LoC(+)	LoC(+) External Control(-) Personal Control(+) Stability(+)	LoC(+) Personal Control(+) Stability(+)
12.Tarık	LoC(+) Stability(+)	Stability(+)	

Different from the quantitative data, the qualitative data revealed that the dimensions of the students' causal attributions for their exam performance did not change a lot throughout the AR sessions. It also seems that students did not refer much to the dimensions during the individual interviews with them. When students' individual patterns in terms of causal dimension were examined, the findings showed that Bade, Oktay, Özlem, and Sema seem to have developed more adaptive style. The change could be seen in this sample quotation of a student (Özlem) below. From this point on, the students' statements will be presented as *PRE* meaning that the quotation was retrieved from the Pre-Open ended questions, *POST* meaning Post-Open Ended Questions and *Interview* will refer to the quotations taken from the individual interviews after the treatment. The letter R will be used to refer to the researcher's questions and the informants' pseudo-name will be presented. The codes assigned for each quotation will be put in the

brackets. This way, the change in each case throughout the AR process could be easily seen as presented below.

PRE: Some of the reasons are onside of me. That I am told that I cannot make it and also such reasons as health problems are outside of me.
(*External Control -*)

POST: Özlem: It is because of me.(*Locus of Control +*)

Esma appeared to have maladaptive ascriptions for her performance in the post test; however, she is still aware of the fact that her success is mostly under her control.

PRE: It is under my control. Regular revision of the points covered in the classroom could sort this problem out. (*Personal Control +*)

POST: It is definitely under my control. Without caring about the external reasons, if I become more aware that I have to do it, I can achieve.
(*Personal Control +*)

POST: Also, the external reasons are influential on my unwillingness to study. As a class, we could speak English more effectively and regularly. This would make us more motivated. (*External Control-*)

No big change was seen on most of the students, including Canan, Derya, Emir, Esma, Mustafa, Nimet, Sami and Tarık as seen in Table 36 above. Here is an example quotation of a student with no change. At the beginning of the study-in the pre-test stage-, Nimet believed that her causal attributions will not be the same in the future similar to her response in the post test.

PRE: My reason is not stable because if the teacher changes, I can also change towards the teacher. If I change my attitude towards the teacher, I can also change my attitude towards the class. Are these reasons under my control? I mean, it is so in a way... (*Stability +*)

INTERVIEW: R: Is it stable?

Nimet: No, definitely. As the days pass by the points we need to study has been increasing and we need to study accordingly. If I don't listen to it or if I don't study [Sighed].(*Stability+*)

The effect of AR on EFL learners' causal attributions. Causal attributions of both the experimental and the control group participants were explored quantitatively based on LACAS and qualitatively based on CDS II. All the questions in LACAS were either positive statements (e.g. *I received this score from the latest midterm exam because my teachers' teaching methods were good*) or reversed into positive statements in the analyses (e.g. *I received this score from the latest midterm exam because I was unlucky in the exam*).

The effect of AR on EFL learners' causal attributions based on LACAS.

In order to triangulate the data and the need for further exploration of the participants' causal attributions, the same procedure of the analyses part of CDS II was followed for LACAS, as well. In fact, the descriptive statistics for the pre-test and the post test scores of both groups, ANCOVA results to show the group difference by controlling the effect of pre-test score and Wilcoxon Signed Rank Test findings to reveal the pattern in their causal attribution changes will be presented in this section. The descriptive statistics of the pre-test scores on LACAS is shown below:

Table 37

Descriptive Statistics of Experimental and the Control Group Pre-test Scores in LACAS

	EXPERIMENTAL			CONTROL		
	N	Mean	SD	N	Mean	SD
Effort	12	2.10	.71	12	2.40	.92
School System	12	3.33	.83	12	3.56	.96
Teacher	12	3.68	.98	12	4.27	.58
Family	12	3.29	1.07	12	3.50	.86
Luck	12	3.16	.96	12	3.45	.96
Classroom Environment	12	3.12	1.18	12	3.95	.72
Task Difficulty	12	3.25	.78	12	3.61	.87
Ability	12	2.77	.57	12	2.81	.98
Health	12	4.13	1.02	12	3.52	1.28

Considering the agreement band set in the analysis of the first research question [Mean values between 1.00-2.33: Disagree; 2.34-3.66: Mixed (Partial Agree, Partial Disagree); 3.67-5: Agree], almost all attributions fall into the category of the same agreement band for both groups. It suggests that these two groups do not differ from each other in terms of their causal attributions before the

AR sessions, which is an indication of almost equally homogenous groups in this experimental design.

Below is the descriptive statistics for the post test scores in LACAS comparing the experimental and the control group. In general, experimental group had higher mean scores with respect to *School System* (Experimental =3.47; Control = 3.37), *Luck*(Experimental=4.16; Control= 3.45), *Task Difficulty* (Experimental=3.58; Control = 3.00) and *Ability* (Experimental 3.29; Control = 2.67); on the other hand, the control group has higher mean scores in *Effort* (Experimental =1.76; Control = 2.76), *Teacher* (Experimental=3.47; Control= 4.04), *Classroom Environment* (Experimental=3.33; Control= 4.04), and *Health* (Experimental =4.38; Control = 3.47). The details of the adjusted mean scores will be discussed in the analysis of ANCOVA.

Table 38

Descriptive Statistics for Experimental and the Control Group Post Test Scores in LACAS

	EXPERIMENTAL			CONTROL		
	N	Mean	SD	N	Mean	SD
Effort	12	1.76	.69	12	2.76	.92
School System	12	3.47	.93	12	3.37	.96
Teacher	12	3.47	1.06	12	4.04	.58
Family	12	3.83	.83	12	3.83	.86
Luck	12	4.16	.93	12	3.45	.96
Classroom Environment	12	3.33	1.17	12	4.04	.72
Task Difficulty	12	3.58	.71	12	3.0	.87
Ability	12	3.29	.65	12	2.67	.98
Health	12	4.38	.90	12	3.47	1.28

A one-way between-subjects analysis of covariance (ANCOVA) was carried out to assess the impact of exposure to AR training on causal attributions. To begin with, ANCOVA assumptions, namely “measurement of covariate, reliability of the covariate, correlations among covariates, linearity and homogeneity of regression slopes” were checked (Pallant, 2011, p. 291-292). After ensuring the assumptions of the test, the researcher performed ANCOVA by treating the post test scores of causal dimension and causal attributions as the dependent variable, experimental and control group as fixed factor and the pre test scores of causal dimension and the causal attribution scores as the covariate. Below are the results of ANCOVA based on LACAS:

Table 39

ANCOVA Results for The AR Treatment Based on LACAS

Variable	Experimental	Control	Sig
Adjusted mean scores=Mean Scores			
Effort	1.76	2.76	.007
School System	3.47	3.37	.791
Teacher	3.47	4.04	.124
Family	3.83	3.83	1
Luck	4.16	3.45	.082
Classroom Environment	3.33	4.04	.089
Task Difficulty	3.58	3	.087
Ability	3.29	2.67	.095
Health	4.38	3.47	.056

The results above revealed that there was no significant difference between the two groups on post intervention mean scores in LACAS, except for the attribution to *Effort*, (Experimental=1.76; Control=2.76; $F(1,22)=8.984$, $p=.007$; partial eta squared= .290). Other attributions did not achieve a statistically significant score as seen in Table 39 above ($p>.05$).

When the means given in Table 39 are examined, it can easily be said that after the treatment period, students instructed by the AR had higher mean scores than the students in the control group with respect to *School System* (Experimental= 3.47; Control= 3.37, $p=.79$), *Luck* (Experimental= 4.16; Control=3.45, $p=.082$), *Task Difficulty* (Experimental=3.58; Control=3, $p=.082$), *Ability* (Experimental=3.29; Control= 2.67, $p=.095$) and *Health* (Experimental=4.38; Control=3.47, $p=.056$). However, this amount of difference did not cause a significant difference between the groups' LACAS scores. On the other hand, the adjusted mean scores of the post test in the control group seem to be higher than the experimental group in terms of *Teacher* (Experimental = 3.47; Control= 4.04, $p=.12$) and *Classroom Environment* (Experimental= 3.33; Control= 4.04, $p=.089$). The attribution to *Family* did not differ in both groups (Experimental = 3.83; Control = 3.83, $p=.1$)

To be able to explore the direction of the changes in the pre and the post test scores for each group, Wilcoxon Signed Rank Test was carried out and the results are shown in Table 40 below:

Table 40

Wilcoxon Signed Rank Test for the Experimental Group

Variable	N	Pre-test	PostTest	Sig	EFFECT SIZE	Ties
50 th MEDIAN						
Effort	12	2.10	1.80	.049	.57	4
School System	12	3.5	3.62	.445		0
Teacher	12	4.00	3.87	.021	.66	3
Family	12	3.75	4.00	.103		3
Luck	12	3.00	4.5	.021	.66	4
Classroom Environment	12	3.25	3.75	.361		3
Task Difficulty	12	3.33	3.33	.048	.57	4
Ability	12	3	3.25	.053		0
Health	12	4.5	4.83	.205		4

A Wilcoxon Signed Rank Test revealed statistically significant changes in certain attributions of the students following the AR sessions. First and foremost, there was a decrease in scores in terms of *Effort* attribution. The median score on the 50th percentile scores fell from 2.10 in the pre-test to 1.80 in the post test ($z = -1.973$, $p = .049$) indicating a big effect size of $r = .57$ (Cohen, 1988). Also, the test showed that the median scores of *Teacher* attribution seemed to have gone down from 4.00 to 3.87 ($z = -2.308$, $p = .021$), with a large effect size ($r = .66$). *Luck* is another attribution with a dramatic change in the median scores of 3.00 to 4.5 on the 50 th percentile ($z = -2.316$, $p = .021$, $r = .66$). Last but not least, the students in the experimental group started to ascribe *Task Difficulty* more in the post test compared to the pre test ($z = -1.980$, $p = .048$, $r = .57$).

When examining the changes in the pre test scores and the post test scores of the control group separately, as the table below illustrates, Wilcoxon signed test revealed no significant changes in almost all attributions ($p > .05$), except *Task Difficulty*, which is an expected result as they did not receive any input in terms of attributions.

Table 41

Wilcoxon Signed Rank Test for the Control Group

Variable	N	Pre-test	PostTest	Sig	EFFECT SIZE	Ties
50 th MEDIAN						
Effort	12	2.10	2.40	.209		3
School System	12	3.87	3.37	.328		2
Teacher	12	4.25	4.00	.170		3
Family	12	4.00	4.00	.071		6
Luck	12	3.50	3.75	.714		3

Classroom Environment	12	4.00	4.00	.516		6
Task Difficulty	12	3.5	3	.040	.59	2
Ability	12	3.12	3	.482		3
Health	12	3.83	3.5	.798		2

As presented in Table 41, students in the control group displayed a statistically significant reduction in *Task Difficulty* without any participation into the AR sessions ($z = -2.053$, $p = .040$, $r = .59$). In fact, the median scores on the 50th percentile declined from 3.5 to 3.00. This might have resulted from the fact that the students have put the blame on themselves.

The effect of AR on EFL learners' causal attributions based on qualitative analyses. In this part, the researcher explored participants' causal attributions in the pre-open ended questions, post-open ended questions and the individual interviews with the students after the AR sessions. The causal ascriptions of the control group were examined through pre-open ended and post-open ended questions (see Appendix I) as well as their weekly reflections (see Appendix J). The session handouts were also referred to see whether students had vague responses in relation to their attributions in the open ended questions. As for the control group, as only five students responded to reflection questions fully, the others written down their ideas either in pre or post open-ended questions or even reflection forms.

In qualitative analysis of pre as well as post open ended questions and also the interviews, the researchers coded as many as possible causes of the students' performance. If the students mentioned the negative side of that causal attribution or the lack of that attribution, the researchers put a negativity sign next to it (effort (-) meaning that student did not study and received that score. On the other hand, once the student stated that s/he had studied and got that score the coding would be effort (+). The thematic links between them were marked in a capital letter such as *EFFORT* (see Figure 8). In the table below, codes or causal attributions of each student were presented. The researcher first looked for the causal attributions existing in LACAS (i.e. *Effort, Luck, Task Difficulty, Ability, School System, Health, Classroom Environment, Teacher, and Family*), then she added other recurring codes/ causal attributions to the table such as *Strategy, Anxiety, Adaptation...* The important part here is that LACAS lacks some important adaptive attributions such

as *Strategy*, *Study Habits*, *Motivation*; hence, the inductive qualitative analysis has contributed to the observation of the change on the part of the students in terms of their adaptive attributions after the AR sessions. When presenting some sample quotations, the researcher also added some explanations in brackets to make it clear to the reader such as referencing or contextual clues. Also, when presenting the quotations of some of the interviews, the researcher referred to herself as “R” in the conversation.

The researcher also analyzed the frequency of each attribution. However, it might be misleading and might not serve the purpose of the qualitative data set on a process in the present study and its uniqueness of the participants rather than the quantity. However, it might be useful to state that the most frequently cited causal attribution after the intervention is *Effort*, which is quite desirable in that students have become more conscious about their lack of study for the exam. This result is also congruent with the quantitative data, where the only significant change was observed in *Effort*. This might imply that AR sessions started to sparkle some awareness of the students and tried to light up more adaptive attributions for later achievements.

Considering the peculiarity of the participants’ individual attributions, their ascriptions for their exam performance before and after the AR sessions will be explained one by one on figures to illustrate each student’s change, if any. In general, it seems that students have started to develop more adaptive attributional style, connecting the performance with more internal and controllable reasons.

First of all, Bade seems to connect her performance to lack of effort (*Effort*-) or lack of knowledge, then besides not studying hard, she started to attribute to more internal reasons such as *Personality*, *Strategy*, *Not Valuing Learning English* or lack of regular *Study Habits*. The attribution *Not valuing the language* was used to refer to not considering the language as something important or worth to learn. The attribution to *Personality* was used to mean the cause of the poor performance was to do with the personality of the learner such as not being patient

to sit a long exam. The change of Bade can be seen in the figure below:

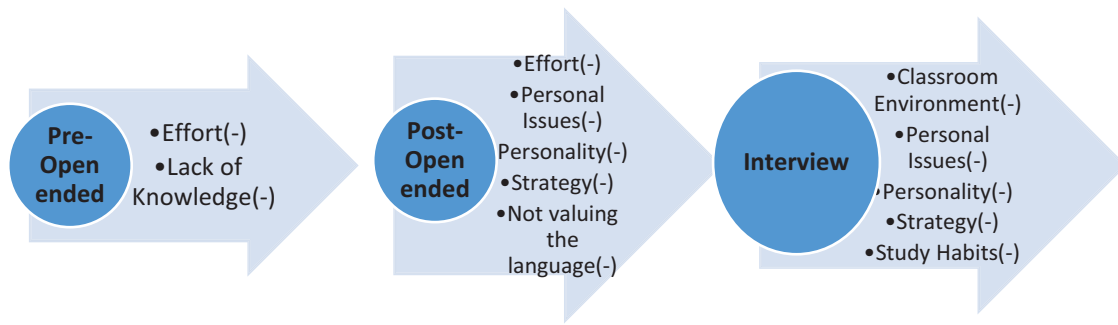


Figure 17. Causal attributions throughout the AR sessions: Bade's Case

Below are some sample expressions of her causal attributions:

PRE: The reason was not studying enough (*Low effort*) and not putting enough effort [*Effort(-)*]

Bade seems to become more aware of her lack of study habits after the AR sessions and she stated:

INTERVIEW: R: Just a second, are you the one who mentioned starting like a Japanese but finish like a Turkish person before the sessions?

Bade: Yes, I mean I cannot do anything regularly. Up to now, I haven't studied on a regular and daily basis. In such a case, it was ok in the other classes, I mean I could survive it even if I did not study regularly, but in English, it is not the same. (*Study Habits-*)

.....

(Before the AR sessions), I didn't know how to set up everything, how to study English and that studying might have fun sides in it. (*Strategy-*)

.....

Bade: You said "pomodoro technique"...

R: Yes, that was to focus on something.

Bade: I set 25 minutes, and then the clock went off. I made it stop and set it for 25 minutes and took a 5 minute break. Then I made it fully stop, I kept on studying ...(*Study Habits-*)

In the post-test, Bade referred to her problems along with her studying habits before the intervention and she also stated to have learnt how to arrange her study with a technique she had learnt in the AR sessions.

Canan, also referred to lack of effort (*Effort-*) in the pre test, she also mentioned *Adaptation Problems*, *Personal Problems*, *Classroom Environment*, *Task Difficulty* and the *Teacher* and his/her competence in English. Although she continued to ascribe her performance to lack of effort both in the pre and the post stages, she also kept putting the blame on the *Teacher*, which is an uncontrollable, external and an unstable reason.

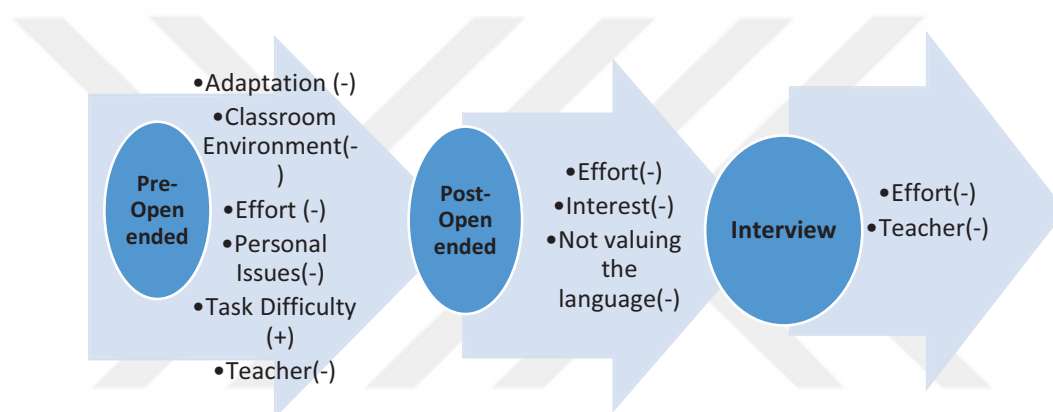


Figure 18. Causal attributions throughout the AR sessions: Canan's Case

Here are two quotations on her *Teacher* attribution:

PRE: But it feels like something is missing in teachers. I have always thought that and heard that the teachers in the lower level classes are better (than the ones in higher level classes). However, I didn't have a chance to be taught by such teachers. Yes, there are some good teachers but I didn't meet them, so I find myself unsuccessful. (*Teacher-*)

POST: Our teacher is always like this: She feels like she doesn't like us...I think she uses very basic English, I didn't listen to her a lot. ..(*Teacher-*)

Derya seems to have adaptive attributions as she referred to her *low effort*, wrong use of *strategies* and her lack of *interest* in English, which are all

controllable and unstable reasons. The good change about her is to refer to *Study Habits* after the intervention. However, she also noted such maldaptive causal attributions as *Anxiety (-)* in the post-test. This might result from the fact that this student had to transfer from Beginner B to Beginner A after the second midterm as she failed the second exam. She might also have decreased her motivation for the same reason as well.

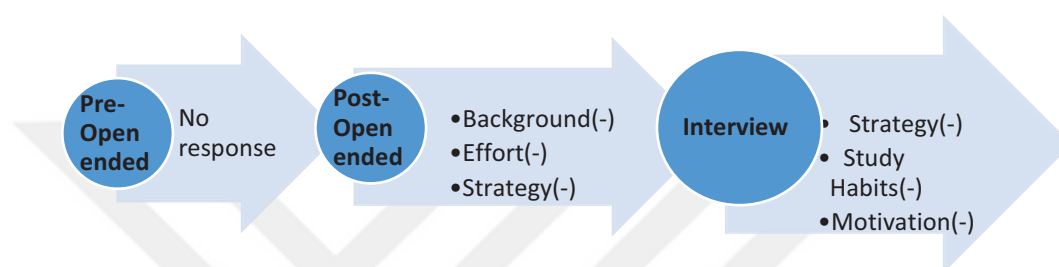


Figure 19. Causal attributions throughout the AR sessions: Derya's Case

Here are some sample quotations of Derya's case:

PRE: I perceive myself unsuccessful as I didn't do my best to be successful. (*Effort(-)*)

POST: I didn't use my time effectively to study regularly. (*Study Habits(-)*)

POST: I realized that I used wrong strategies such as memorizing the vocabulary lists instead of learning and using it thoroughly. (*Strategy(-)*)

Emir also seems to have a slight change from more external (e.g. *Teacher, Background*) and uncontrollable attributions (e.g. *Ability(-)*), to more internal causes such as *Anxiety(-)*, *Concentration(-)* and even more controllable reasons such as *Effort(-)*, *Lack of Guidance(-)* and *Learning Style(-)*. *Lack of guidance* meant the student felt the lack of enough guidance before the midterm to be successful. Emir insisted on the fact that he lacked language aptitude and he wanted to claim the same after the AR sessions as well. However, he started to be more aware and he wanted to change his learning process through getting more guidance, by

according to his learning style, study habits and also by studying more.

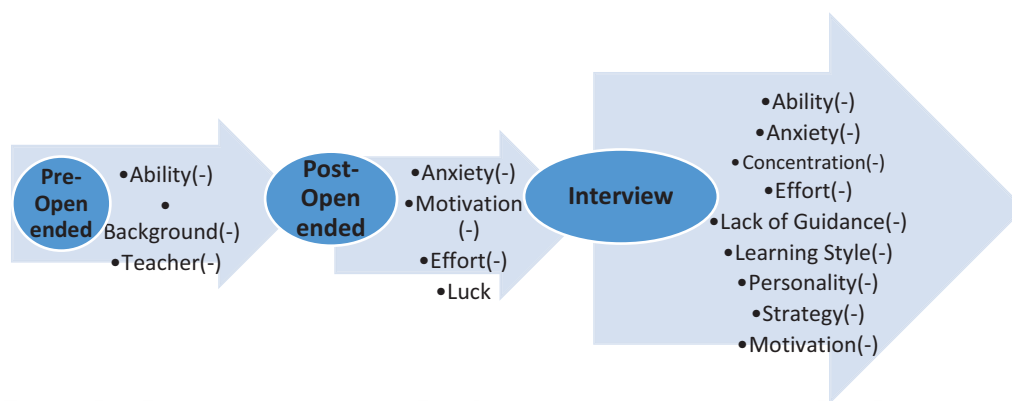


Figure 20. Causal attributions throughout the AR sessions: Emir's Case

Below are some sample quotations of Emir:

PRE: My failure might have resulted from my lack of ability and lack of poor memory skills (*Ability -*)

PRE: Some of the reasons stem from my background experiences. In the past, all my lessons were successful but English was horrible. I wasn't lucky during my primary school and high school in terms of my English teachers. I felt isolated from English learning. These teachers made me feel that English is a difficult language to learn [*Background(-); Teacher(-)*]

POST: I was unsuccessful as that was the first exam. (*Anxiety(-)*)

POST: It was all to do with luck (*Luck*)

POST: I mean, well, some people have good memory skills, I don't have it. I go for a more logical kind of...I memorize vocabulary, for example, I learn it and then it is gone. (*Ability(-)*)

INTERVIEW: R: How did you study before the first midterm?

Emir: I wrote English-Turkish translation, vocabulary, I mean adjective /adverb forms, that is it (*Strategy(-)*).

R: Are you still studying that way?

Emir: Now, I am making sentences and I am writing according to the specific meaning of the word (*Strategy*).

Esma also seems to gear towards more of an adaptive style. In the pre-test, she referred to both internal reasons such as *Ability* and *Study Habits*, and also such external and uncontrollable reasons as *Task Difficulty* and *Concentration* problems. After the AR sessions, she seems to ascribe her performance to a desirable cause like *Effort* or *Low Effort* and lack of *Strategy* in addition to lack of effective *Study Habits*. She appears to have given up referring to the *Ability* by the indication of a maladaptive attributional style after the treatment.

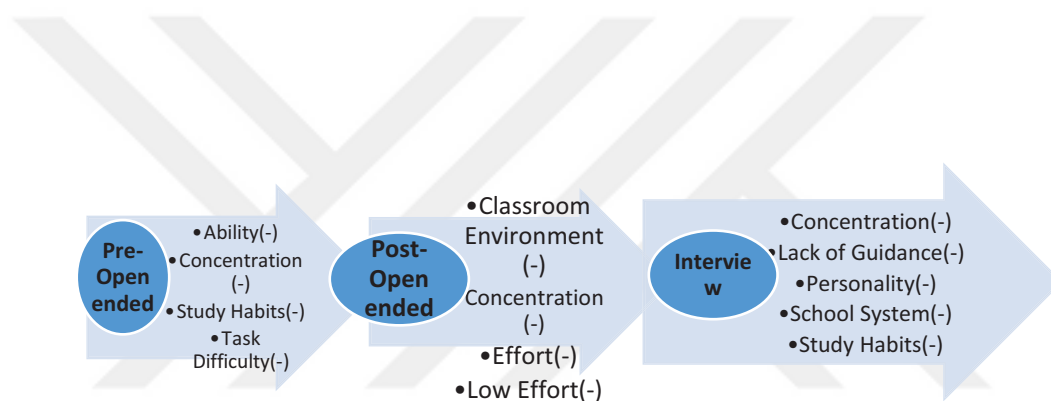


Figure 21. Causal attributions throughout the AR sessions: Esma' Case

Here some example quotations to illustrate her slight change:

PRE: I don't have much language ability (*Ability*-)

The reason for my failure is not studying enough and the fact that the exam questions were hard. (*Low Effort* -; *Task Difficulty* -)

POST: I could be more successful, definitely. I never did my best. If I do it, I can be in a better level in the language. (*Low Effort* -)

INTERVIEW:

Esma: This happens to me: I don't know what to study, for example I said to myself ...I did my homework that the teacher assigned to us, then I was

going to do some extra work, and I didn't do it again. I just checked what I needed to study, this and that, but then I couldn't make up my mind and then I gave up totally. (*Low Effort-; Lack of guidance-*)

To tell the truth, I don't spend much time on my mobile phone, I don't even use social media at all. It is not fiddling with my phone but I can't sit and study, I always find something to do, I mean, not to study. And this usually happens then. (*Study Habits-*)

Mustafa had adaptive attributions as he connected his performance with lack of *Effort*, then he started to add more personal and internal reasons such as *Adaptation*, *Motivation* and *Study Habits*. He started the university after a month because Vertical Transition Exam (coded as DGS=Dikey Geçiş Sınavı in Turkish) from a two-year university to this university took some time because of official procedures. He started the school late and he took the midterm exam just after two weeks. This led him to adapt harder to the school and these causes were indeed out of his control affecting his first exam performance. Although he accepted that he couldn't study at the beginning, he then stated that he could have studied despite DGS procedures in the post test. Then, he seems to have turned into developing more internal reasons after the sessions.

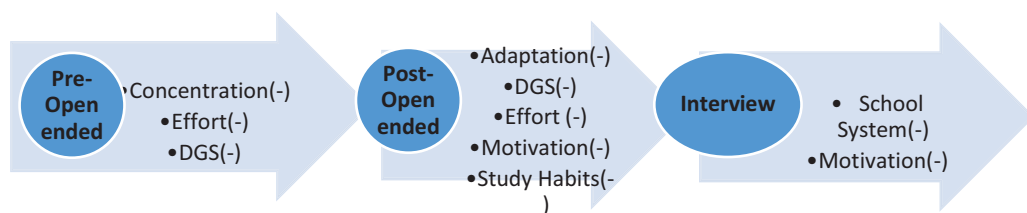


Figure 22. Causal attributions throughout the AR sessions: Mustafa's Case

Here are some examples of his utterances:

PRE: *Mustafa*: During that period, we were adapting to the school, we were like trying to understand what is going on and then we ended up taking the midterm exam. (*DGS- , Adaptation -*)

Mustafa: I didn't study enough. (*Effort-*)

POST: This is just an excuse. I had some time to study but I didn't. (*Effort-*)

I have started to use some strategies that learnt in the sessions but I couldn't make it regular as it wasn't regular in the 1st midterm. (*Study Habits-*)

INTERVIEW: *R*: How do you find your performance in the first midterm?

Mustafa: Very poor. As I got into the university through Vertical Transition Exam, I started the school late. We took the first midterm all of a sudden without covering some topics. The effect of this situation on my performance is undeniable. (*DGS-Vertical Transition Exam*)

...

Mustafa: Unwillingness and lots of dilemmas were in my mind such as carrying on my education here in this university or start to work at a private institution. (*Motivation-*)

Interviewer: Have these dilemmas changed or are they still with you?

Mustafa: I feel I have such dilemmas less now. Because I have made up my mind, I mean English is something that I need to learn sooner or later. Because the thing is that I definitely need to learn it (*Motivation*).

Nimet is one of the successful students in the AR sessions compared to the other participants, but she has maladaptive causal attributions in the pre-test. As seen in the table above, at the beginning, she attributed her performance to lack of *Ability*, which is an internal, uncontrollable and stable reason as well as to *Teacher(+)*, which is an external, uncontrollable and unstable attribution. Both of these apriori reasons are indicators of an maladaptive attributional style and she seems to have generated more alterable ascriptions such as *Effort* and *Learning style*.

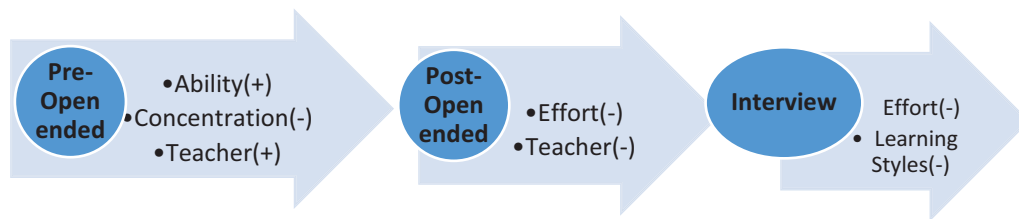


Figure 23. Causal attributions throughout the AR sessions: Nimet's Case

Below are some example sentences stated by Nimet:

PRE: I think my success is based on my ability. (*Ability+*)

I was unsuccessful because of my teacher. If there is no person lecturing well, people in the classroom do not pay attention to her /him. (*Teacher-*)

POST: I learn the best when I listen to the instructor in the classroom, I mean I learn the best visually and audially instead of reading it myself, this way helps me a lot. (*Learning Style*).

INTERVIEW: Studying only for a week before the exams helped me a lot (in high school) before I started the university, I know this will not work out here and I know that was wrong (in the first midterm). I hope I won't do it again for the second and the third midterm (*Effort-*) .

Oktay is one of the students who has not displayed a maladaptive attitude before the AR sessions in the pre-open ended questions. However, he attributed his performance to more uncontrollable reasons like *Adaptation* and he seems to have started to be more aware of his negative attitude towards English. He appears to take hold of more responsibility by referring to such internal and personal reasons as *Effort*, *Low Effort* and *not giving enough importance* to English.

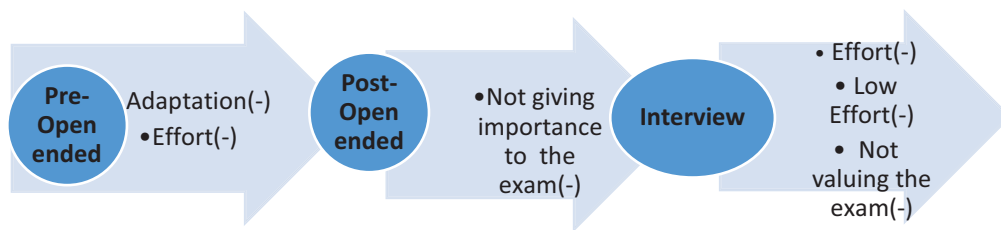


Figure 24. Causal attributions throughout the AR sessions: Oktay's Case

Below are some sentences that Oktay made during the study:

PRE: After a super-busy year in the 4th year at high school, I feel like I am on a holiday and still I am on it. I can't study. (*Adaptation-*)

POST: I didn't spare enough time on daily revisions, vocabulary...etc. (*Low Effort-*)

INTERVIEW: The reason why I failed the exam is I didn't care about the exam and for this reason I did not put a lot of effort in it. That is definitely individual. (*Not valuing the exam - ; Effort-*)

Özlem connected her performance to lack of *Effort*, *Learning Style* and *Health* problems. After the intervention, she added more causes to her list and most of them are under her control such as *Lack of Guidance*, *Motivation*, *Study Habits*, *Strategy* and *Not Attending Classes*. On the other hand, she also insisted on her health problems affected her performance and school system also impacted it. Her attributions seem to have changed a little bit, not much though.

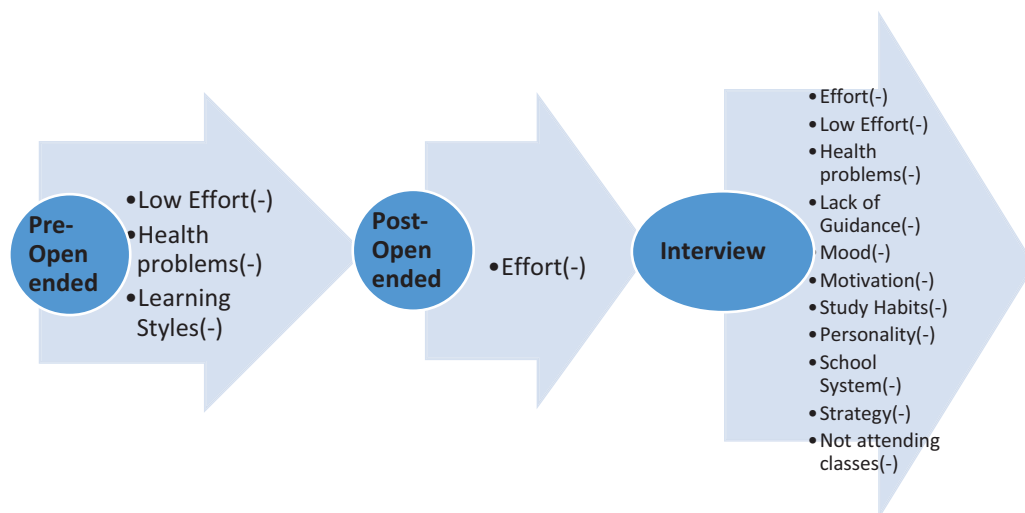


Figure 25. Causal attributions throughout the AR sessions: Özlem's Case

PRE: In the first month of the semester, I happened to be sick. I couldn't attend the classes; for this reason, I missed lots of points. (*Health-*)

POST: I could have studied more and regularly. There were certain times when I studied hard, for example there are some periods that I study English a lot but as they are not regular enough, I mean it is not like maths or physics, it is easily forgotten. (*Study Habits-*)

INTERVIEW: I couldn't attend the classes so I missed some topics. (*Not Attending Classes*)

INTERVIEW: I sometimes thought over what I was really doing. I didn't do anything at times, I didn't do even my English homework, when I felt a little bit free, English became out of my concern. (*Motivation*)

Sami is one of the students that have not changed a lot throughout the AR sessions as he seems to have adaptive attributions from the beginning. In addition to lack of *Effort (-)* as a desirable causal attribution in all phases of AR sessions, he also noted that he couldn't keep up with hard work and he couldn't persist in his study habits in the post-tests. The interesting point in his self-report is that he depended on a more uncontrollable as well as external cause- the lack of exposure to English in an EFL context before the sessions. However, he also regarded this reason as something he could change. After the sessions, he

mentioned the effect of his *Teacher* and the *Classroom Environment* on his performance as a sign of maladaptive attribution. By classroom environment, he meant how the lessons were covered.

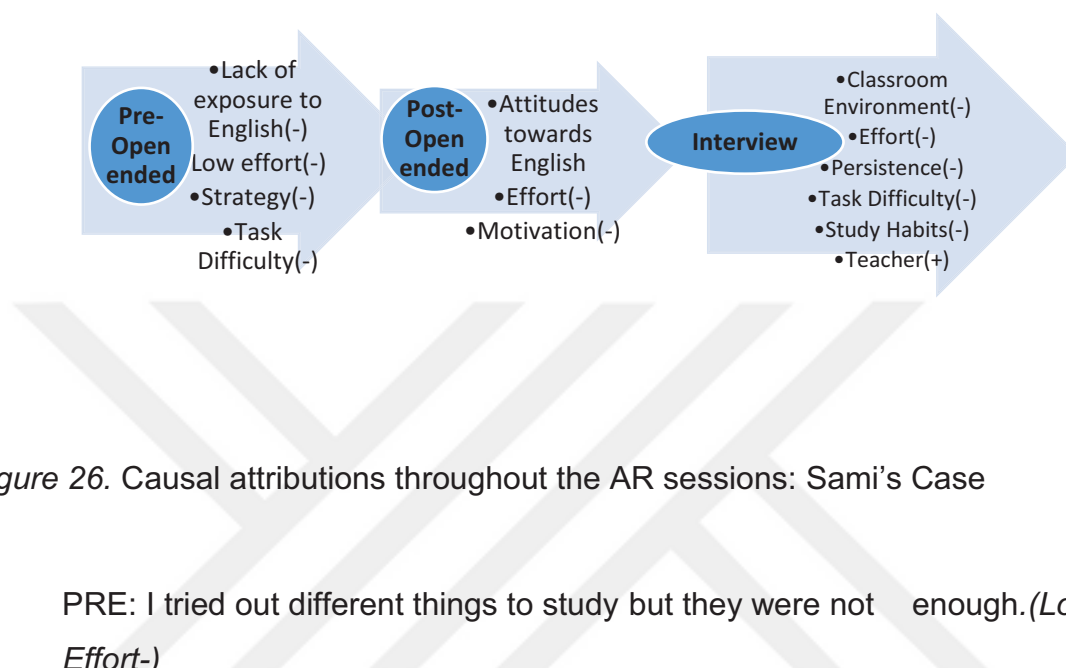


Figure 26. Causal attributions throughout the AR sessions: Sami's Case

PRE: I tried out different things to study but they were not enough. (Low Effort-)

As I said before, if I can integrate English to my life as a whole, I can be more successful (Lack of Exposure to English-)

POST: I wasn't studious enough and willing enough. (Effort-; Motivation-)

INTERVIEW: *Sami*: I didn't have regular study habits, but I tried, I mean, studying on a regular basis. As this wasn't my habit at all, I had some difficulty in getting into that habit (Study Habits-)

.....

INTERVIEW: *Sami*: Mr. A..(the name of the teacher) contributed to my knowledge a lot, he made the learning process more fun and more feasible. (Teacher+)

Sami: When I was at elementary level (before the midterm), I had difficulty understanding the instructor as s/he was speaking English all the time, this created some prejudice on my part. I mean I believed that I can never learn it.

As indicated in the table above, Sema seems to have fallen into more adaptive language learner as the times passed by. In fact, she tended to ascribe her performance to external and uncontrollable reasons; for example, lack of *Background Knowledge* and a problem with *classroom environment*, though opting for lack of *Strategy* as an adaptive attribution before the AR sessions. She, then, added further adaptive attributions such as *not giving importance to English*, lack of regular *Study Habits* and more importantly expending less *Effort* than needed.

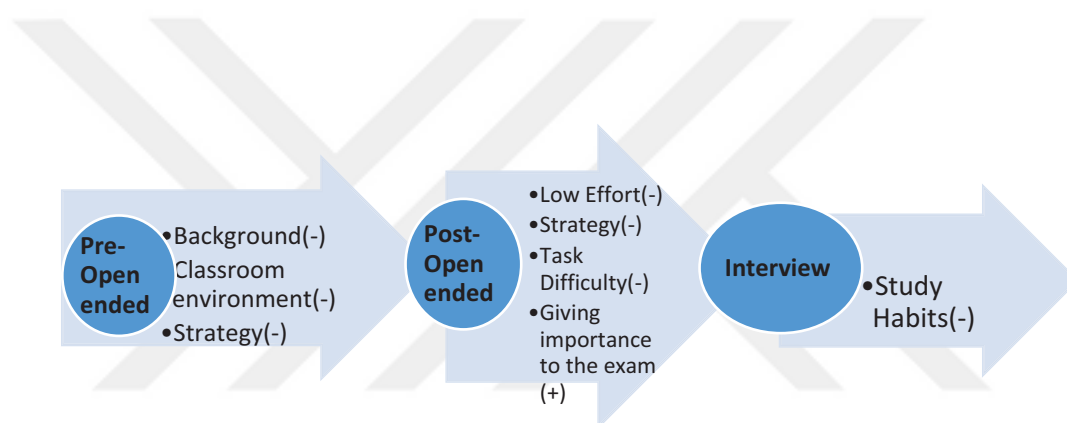


Figure 27. Causal attributions throughout the AR sessions: Sema's Case

PRE: To tell the truth, I was in science department in high school, I mean I mostly took science classes, English was not very important and I hardly had English lessons. That is why, now there is some anxiety to make mistakes and I have some hearsay, not clear knowledge about many points in English. (*Background-*)

.....

One reason might be I feel so stressed in the classroom. I feel hesitant to make mistakes. It had nothing to do with the teacher but more about the *classroom environment*. (*Classroom Environment-*)

POST: I didn't study enough for the exam. (*Low effort-*)

I didn't know how to study. (*Strategy-*)

I attached importance to the exam. (*Giving importance to the exam*)

INTERVIEW: Because I couldn't get into a regular study habit and when I sat down to study, I had some trouble. (*Study Habits-*)

Tarik is one of the students that have not changed much after the AR sessions. He linked his failure to the negative aspects of the Teacher at the beginning of the sessions, however, he started to hold on more responsibilities and refer to lack of Strategy, Low Effort or Study Habits after the intervention, though he still put the blame on the Teacher (-) for his failure.

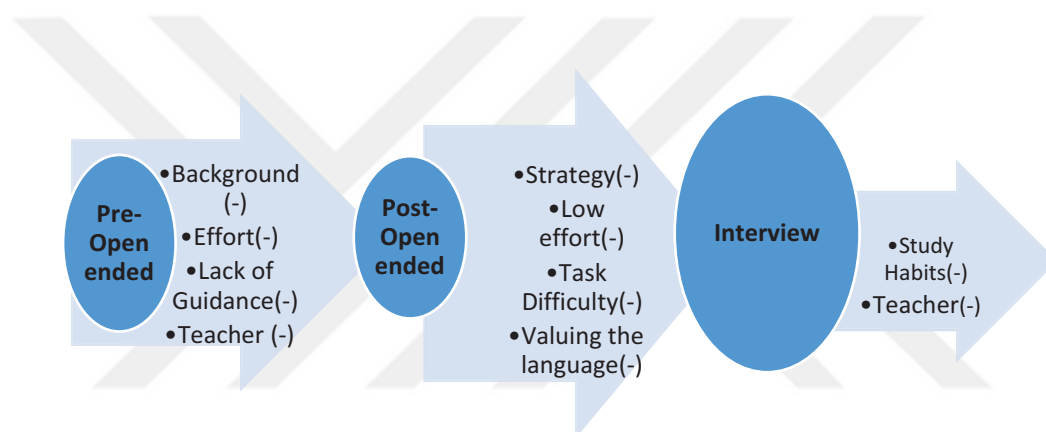


Figure 28. Causal attributions throughout the AR sessions: Tarik's Case

PRE: I could not get on well with my teacher and we always had quarrels. As this was the case, it is right to say that we couldn't benefit the education we received. The reason why I cannot learn English well is that my class instructor is not a kind of constructive person and she seems to be more of an annoyed person with us(*Teacher-*).

POST: I didn't study enough. (*Effort-*)

POST: I didn't know how to study English [*Strategy(-)*]

POST: I didn't also give the necessary importance to it (English). (*Not valuing the language*)

.....

Interviewer: Is the only reason, the teacher?

Tarık: It is not the only one, me also...Well, you don't get motivated when she assigns homework, but the other instructor, well when she assigns homework, I don't miss any of them, the second one is such as good person when considering how much the first one is bad. [*Teacher(-)*]

.....

R: Is everthing done when you are done with your homework?

Tarık: I mean I also do some exercises in *More to Read and Essential Grammar in Use* (course books) and then I cannot find anything to study. I, well, I don't know, I can't...[*Study Habits(-)*]

Although the control group participants were also provided with pre and post open-ended questions, only five of them responded to both of these qualitative data instruments. Some of them just preferred to write about their attributional beliefs and motivational patterns in pre-open ended question or just the post-open ended questions. That is why, only five students' attributional patterns will be presented in a table, the others will not be displayed below.

Table 42

Control Group Participants' Causal attributions throughout the AR sessions in the Qualitative Study

Participant name	Pre-Open Ended Question	Post-Open Ended Question
Betül	Lack of knowledge(-), Task difficulty(-), Effort(-)	Health(-), Ability(-), Social Life(-),
Yağız	Effort, Concentration	Study Habits(-), Effort(-)
Berkay	Low effort(-), Not giving importance to English(-)	Effort(-)
Belma	Ability(-), Interest (-),Effort(-)	Lack of Interest(-), Stability(-)
Dila	Low effort(-)	Strategy(-)

As seen in the Table 42 above, students in the control group have reported both adaptive as well as maladaptive causal attributions. However, they still have uncontrollable -such as *Health, Ability-* as well as controllable ones such as and *Social Life*. As also seen in LACAS results, the difference between the pre and the post test did not qualify as a distinct change from the beginning to the end of the AR sessions. However, some students have stronger arguments of insisting on the effect of maladaptive attributions when compared with the ones in the

experimental group. To illustrate, Belma still believes that *Ability* plays a great role in her performance even after some time and she strongly believes in the impact of lack of *Ability* on her poor performance. She also seems to be affected deeply in terms of her self-efficacy.

PRE: I don't believe that I have language ability and I won't have it any more. I am a person who makes herself more pessimistic. There is no enthusiasm, no longer effort. Ever decreasing test scores are disastrous. While all the others can achieve it, I really feel terrible as I can't make it. I really hate attending that class. (*Ability-*)

POST: I am sure I don't have language ability. Despite my effort and my enthusiasm, this is called failure and this is a kind of... I sometimes feel so ashamed that when everybody focuses on their tasks, I ask my friends what the instructor said in his/her instructions. (*Ability-; Effort-*)

On the other hand, some students such as Dila noted adaptive attributions both in the pre-test and the post –test:

PRE: I didn't study enough.

POST: It was all because of me. If I had determined how to study, I could have been more successful. (*Strategy-*)

The students in the control group did not write about their causal dimensions or their attributions in the reflection papers. In the following section, whether AR sessions have brought about some changes in *future self-guides* and *motivated behaviour and effort* will be analyzed and presented.

Research Question 6: The Effect of an Attribution Retraining Program on EFL Learners' Future Self- Guides and Motivated Behaviour and Effort

Similar to causal dimensions and the causal attributions, the researcher also explored the participants' ideal L2 self and ought to self as well as motivated behaviour and effort patterns throughout the study based on the scales and qualitative analyses. In this part, the results will be presented in two main parts focusing on future self-guides-ideal L2 self and ought to selves- and motivated behaviour and effort.

The effect of an attribution retraining program on EFL learners' future self- guides and motivated behaviour and effort- experimental versus control group comparison. In order to shed light on the impact of AR sessions on different aspects of future-self guides, namely ideal L2 self, ought to- self descriptive statistics, ANCOVA and Wilcoxon Signed Rank Test will be performed and reported in this section.

Here are the descriptive statistics for the pre-test scores for ideal L2 self.

Table 43

Descriptive Statistics for Experimental and the Control Group Pre Test Scores in Future Self Guides & Motivated Behaviour and Effort

	EXPERIMENTAL			CONTROL		
	N	Mean	SD	N	Mean	SD
Ideal L2 self	12	3.45	.83	12	2.85	.94
Ought to- L2 self	12	3.17	.75	12	3.03	1.11
Motivated Behaviour & Effort	12	3.18	.55	12	2.83	.83

As seen in Table 43, experimental group had higher mean scores in terms of *ideal L2 self* (Mean= 3.45; SD= .83) than the control group (Mean= 2.85; SD= .75), *ought-to self* (Experimental Group Mean= 3.17, SD= .75; Control group Mean= 3.03, SD=1.11), and *motivated behaviour and effort* (Experimental Group Mean= 3.18, SD= .55; Control Group Mean= 2.83, SD= .83) in the pre-test. However, these differences did not qualify as statistically significant.

The descriptive statistics for the post test scores in both groups are presented in Table 44 below:

Table 44

Descriptive Statistics for Experimental and the Control Group Post Test Scores in Future Self Guides & Motivated Behaviour and Effort

	EXPERIMENTAL			CONTROL		
	N	Mean	SD	N	Mean	SD
Ideal L2 self	12	3.87	.63	12	3.11	.89
Ought to- L2 self	12	3.35	.70	12	2.95	.83
Motivated Behaviour & Effort	12	3.37	.46	12	3.18	.88

As the table indicates, experimental group holds a more positive idea about *ideal L2 self*, *ought-to self* and *motivated behaviour and effort* in the post test, too. Specifically, the former group has higher mean scores in *ideal L2 self*

(Experimental Group Mean= 3.87, SD= .63; Control group Mean= 3.11, SD= .89), *ought-to self* (Experimental Group Mean= 3.35, SD= .70; Control group Mean= 2.95, SD= .83), and *motivated behaviour and effort* (Experimental Group Mean= 3.37, SD= .46; Control group Mean= 3.18, SD= .88).

Table 45

ANCOVA Results for the AR Treatment Based on Future Self Guides & Motivated Behaviour and Effort

Variable	Experimental	Control	Sig
Adjusted mean scores=Mean Scores			
Ideal L2 self	3.87	3.11	.025
Ought to- L2 self	3.35	2.95	.218
Motivated Behaviour & Effort	3.37	3.19	.537

ANCOVA was conducted to determine the effect of the AR sessions on post-AR scores of ideal L2 self, ought to- self and motivated behaviour and effort.

As seen from the table, the only difference was observed in ideal L2 self $F(1,22) = 5.769$, $p=.025$, eta squared= .208) which means that a significant difference was found between the experimental and the control group students' post-test scores on the future self guides scale. When the means given in Table 45 were examined, it can easily be said that after the treatment period, students received AR sessions had higher ideal L2 self, ought to-self and motivated behaviour and effort scores than students without no participation into the sessions. However, the amount of difference did not cause a significant difference between the groups' ought-to self $F(1,22) = 1.605$, $p=.218$, eta squared= .068) and motivated behaviour scores $F(1,22) = .393$, $p=.537$, eta squared= .018).

The effect of an attribution retraining program on EFL learners' future self- guides and motivated behaviour and effort -experimental group. In order to explore students' change in terms of their future self-guides and motivated behaviour and effort in the experimental group, Wilcoxon Signed Rank Test was implemented. In Table 46, the results are presented below:

Table 46

Wilcoxon Signed Rank Test for the Experimental Group on Future Self-Guides and Motivated Behaviour

Variable	N	Pre-test	PostTest	Sig	Effect Size	Ties
		50 th MEDIAN				
Ideal L2 self	12	3.4	4.05	.016	.6	0
Ought to- L2 self	12	3.25	3.5	.157		0
Motivated Behaviour & Effort	12	3.05	3.38	.125		0

The Wilcoxon signed ranks test indicated significant differences between pretest and posttest ideal L2 self scores in the experimental group ($z = -2.400$, $p = .016$, $r = .6$). Scores on the post ideal L2 self scale (Median = 3.40) were much higher than scores on the pre future self guide test (Median = 4.05). Furthermore, changes in ought- to self and motivated behaviour were explored. Results showed lack of any change in these two dimensions in the experimental group (Ought to-self; $z = 1.416$, $p = .157$ and Motivated Behaviour; $z = 1.535$, $p = .125$).

The impact of AR sessions, if any, was also explored through qualitative data instruments ranging from pre-open ended questions, post open-ended questions and also interview questions. Most of the students, 10 out of 12, responded to the question asking their dreams related to English, but it seems that their vision started to be clearer, vivid and more detailed with the help of the vision setting component of AR sessions. Here are some sample quotations of two students' change in terms of their vision and ideal L2 self. Mustafa is a student who has finished a two-year university program at another university:

PRE: I believe this university will contribute to my self-development a lot. More importantly, the reputation of ODTU is of great value.

He seems to have unclear and blurry *ideal L2 self* at the beginning and his belief in the impact of *ought to self* might have an effect on his low level of ideal L2 self. He stated:

PRE: Being able to find a job has a role in my motivation but I feel obliged to learn English on my way to the realization of my dreams.

After the sessions, it seems that his vision, dreams and aspirations about the future has become more detailed and clearer as seen below:

POST: I frequently have dreams about English. I speak at my work with my colleagues in a foreign country or at an international company, I visualize myself as a senior boss.

Emir is another student who seems to display a change with regard to his improvement in his *ideal L2 self*. He is in his first year at university and he is going to study architecture in his department. In the open-ended questions before the AR sessions, he noted that he can't visualize himself using English in the future in his real life.

PRE: I can't imagine myself, I wish I could. For example, I imagine myself making a presentation on a project of architecture.

Although he has a similar dream about the future in the post test, he seems to take a course of action to be able to realize his dream:

POST: I imagine myself making a presentation on a project of architecture. I have started to watch some documentaries on architecture in English.

INTERVIEW:

R: Where would you like to work, this might sound a bit early question but it is not that early. Where, what kind of a place would you like to work at?

Emir: At first, I thought that might be abroad, in Japan. For my own sake, I can travel around the country. I don't know, I am not sure whether I will stay at the same place but I can work at offices or offices related to architecture.

The experimental group seems to have clearer ideal I2 self after the AR sessions, but they don't seem to have shown any difference after the sessions in terms of ought-to self. This result is evident both in the scale and the qualitative aspect of the study. In the qualitative instruments, some students stated that they learn English because they are required to do or they have some responsibilities; however, some of the students note the fact that they have to learn English because of external reasons but also this requirement helps them to realize their ideal L2 self. During the vision training part of the AR sessions, the researcher

tried to emphasize that the students need to learn English as the medium of the instruction is English but also she highlighted this point to be a contribution to their actualization of ideal L2 self. That is why, students seem to state both of them in the post test more (coded as *ideal + ought to on Atlas.ti*).

Table 47

Experimental Group Participants' Future Self-Guides throughout the AR sessions in the Qualitative Study

Participant	Pre-Open Ended	Post-Open Ended	Interview
Bade		Ideal L2 self +ought to	
Canan	Ideal L2 self +ought to	Ideal L2 self +ought to	Ideal L2 self +ought to
Derya Emir		Ought to Ideal L2 self +ought to	
Esma		Ideal L2 self +ought to	Ideal L2 self +ought to
Mustafa	Ideal L2 self +ought to		
Nimet	Ideal L2 self +ought to		Ideal L2 self +ought to
Oktaç Özlem			
Sami	Ought to	Ought to	
Sema		Ought to	
Tarık			Ought to

Emir seems to have a strong *ought to self* at the beginning; however, he started to integrate *ought-to* and *ideal L2 self* after the AR sessions:

PRE: I learn English because of my responsibilities. I am not sure whether it helps me to realize my dreams.

POST: Yes, I learn it (English) as I have to, but I also know that English will help me in the future and this makes me feel more responsible and it helps me with my dreams.

Sami is a student who seems not to have changed a lot even after the AR sessions in terms of these beliefs related to *ought-to self*. Still, he both gave credit to his needs and the requirements (ought to self).

PRE: I think most of the people learn English because they have to. We need it and learning it brings about many advantages...

POST: I learn English because of my needs. I mean it is partially a requirement.

Similar to *ought-to self, motivated behaviour and effort* appears to have remained almost the same after the AR sessions in qualitative analysis. In general all participants stated the importance of being motivated and putting it into practice but most of them seem to lack this skill to keep up with hard work for a long time. This result might be interesting as the researcher tried to motivate them and helped them to set goals and make weekly plans and many more activities. Some of the students seem to have got into the regular habit of taking action in their own learning. Here is an example of a student indicating almost no change in his process:

PRE: I try to participate in the activities of speaking, listening and others as much as I can. Outside the class, I try to speak in English with my close friends😊. Apart from these, I watch films or international TV channels...

INTERVIEW: In addition to listening, speaking that I practice in the school, I support my learning with some applications as you said in the sessions such things as speaking in English or making international friends...

The effect of an attribution retraining program on EFL learners' future self- guides and motivated behaviour and effort-control group. The change, if any after the AR sessions, were explored for the control group by means of both the scales and the qualitative data instruments including pre and post open-ended questions and weekly reflection questions. Here are the results:

Table 48

Wilcoxon Signed Rank Test for the Control Group on Future Self-Guides and Motivated Behaviour

Variable	N	Pre-test	PostTest	Sig	Effect Size	Ties
		50 th MEDIAN				
Ideal L2 self	12	2.65	3.10	.058		0
Ought to- L2 self	12	3.15	2.70	.814		
Motivated Behaviour & Effort	12	2.94	3.27	.012	.7	0

The Wilcoxon signed ranks test for the control group reveals that even when there is a lack of AR, they have developed motivated behaviour and effort from their pre test (Median = 2.94) to the post test (Median= 3.27) at a statistically significant level ($z= 2.510$, $p= .012$, $r=.7$) .

The qualitative data also shows that the level of ideal self has not increased so much in the control group, although some students have had clarified their dreams a little bit, some of them still have no imagination related the use of English.

PRE: I am at the dormitory, I have some Georgian roommates. I can communicate with them easily. The only problem is exam anxiety affecting me negatively.

POST: I don't have any dreams but it is necessary.

Belma is a student who has no dreams about her use of English in her life at all.

PRE: I never imagine myself using English. I just hum in a group because I have some hesitations that I can make mistakes. I can never be in a place where English is spoken and I cannot speak in such a place. Even when I speak to myself in my room, I don't know what to do. I have never imagined going abroad.

POST: I never imagine myself using English. When I am asked about my name, I just foolishly gaze at people. I never believe that I can ever speak it.

Regarding the no change in ought to self in the control group, this might be an example sample quotation implying the overwhelming need to learn English for external reasons, but not for internal desire or aspirations:

PRE: I definitely think that as we have an education system which only leads us to find a job, we learn English as we have to.

POST: My responsibilities prevent the realization of my dreams since we have always been educated for test achievements or good jobs. If I had been allowed to use my own personal skills or to realize my dreams, I

would now be a sportsperson who represents our country in international platforms.

Control group's perception of *ideal L2 self* and *ought-to self* haven't changed, interestingly quantitative data reveals that their level of *motivated behaviour and effort* appears to have increased after the AR sessions although they haven't received any input on this point. When examining the five students' pre and post open ended questions, this change might also be seen in the reflection papers that the students have written during the AR sessions.

For example, Yağız responded to all qualitative data instruments and here is his motivational pattern for six weeks when the AR sessions were conducted. Here are the example quotations of him to display the motivated behaviour and his efforts throughout this period:

PRE—OPEN ENDED QUESTION (Week 1&2): I listen to the instructor during the lessons carefully. If I don't feel ok with a point discussed in the classroom, I don't hesitate to ask it. Outside the classroom, I try to speak in English with the international students to improve my speaking skills as well as to be fluent.

REFLECTION 1(Week 3): I didn't put a lot of effort this week because after the midterm day, there was no class and I had the weekend. I also took a break by not attending three days after the weekend. I spent the whole week with my friends and the family.

REFLECTION 2 (Week 4): Cold and snowy days make me more motivated to study. Of course, by drinking some tea or coffee☺ I mean this week perfectly fit to be a week of study.

REFLECTION 3(Week 5): The midterm is coming, the vocabulary and the grammar points that I have to study are getting more and more. In order not to feel stuck in the last week before the midterm, I try to study as I know I have to.

POST-OPEN ENDED QUESTION (Week 6): I try to listen to the instructors as carefully as I can. Outside the classroom, I try to memorize the translated version of the words. Besides, I rarely communicate with the international students staying in my dormitory.

Ömer did not respond to the open-ended questions in the pre-phase of the study, however, he wrote down his ideas in the weekly reflection papers so that the researcher could see the *motivated behavior and effort* pattern to some extent. He started the preparatory program at Beginner B level and because of the transfer system that was put into practice in the academic year of 2016-2017 at school, he had to attend the classes at the lower level. The transfer system required him to attend Beginner A classes as he received a lower score in the first midterm. This caused him to feel demotivated at the beginning of his remarks.

REFLECTION 1 (Week 3): I don't have any goals related to English learning. I will just struggle to pass the proficiency exam (exit exam).

REFLECTION 2 (Week 4): This week, I feel so motivated to study English because I have a dream about being transferred from this level to Beginner B by getting higher scores. I also feel a little bit demotivated because I couldn't find out the right strategy to implement while studying English.

REFLECTION 3(Week 5): I feel so motivated this week because I have some stuff (in the program) that I have to cover and revise.

Students' Perception of the AR sessions

As received in the pilot study, some feedback based on a survey (see App. W) was taken from the participants of AR sessions. They were not expected to write their names to keep confidentiality and objectivity. To be able to see the effectiveness of each session in a systematic way, mean scores for each will be presented in a table and also some comments about these sessions will be described after it.

Table 49

The Feedback Survey Questions of the AR Sessions

The questions in the survey	5(Totally Agree)	4(Agree)	3(Partially Agree)	2 (Disagree)	1(Totally Disagree)	0(Not applicable)
The content of the session is attention-grabbing.						
The duration of the session was enough.						
The session included enough hands-on activity and enough examples.						
The session was appropriate for my interests and needs.						

Overall, the session was good.

Here are the mean scores for each session:

Table 50

The Descriptive Statistics For The AR Session Feedback

Session No	Content of the Session	Mean Score	SD
1	1. AR Induction 2. AR Consolidation 3. Feedback on the Session	4.13	.7
2	1. AR consolidation 2. L2 Motivation 3. Feedback on the Session	4.41	.6
3	1. Strategy Awareness 2. Feedback on the Session	4.76	.4
4	1. Goal Orientation & Setting 2. Feedback on the Session	4.70	.5
5	1. Vision Training 2. Feedback on the Session	4.70	.5
6	1. Vision Training 2. Downplaying Ought-To-Self 3. Feedback on the Session	4.24	.6

As seen in the feedback, overall, students seem to be pleased with the sessions. The fourth and the fifth sessions where goal setting and vision training were implemented received the highest appreciation on the part of the students. This might also be observed in their comments in the feedback forms:

3rd session (Strategy Awareness):

Student 1: I didn't know how to study. I have learnt it in this session, it really helped a lot.

Student 7: I have learnt lots of sources to refer while studying and this is satisfactory, I think I am more interested in studying English now.

4th Session (Goal Orientation):

Student 5: It was really useful to be given some information about going abroad.

Student 9: To think over my goals and imagining them made me happy.

5th Session (Vision Training):

Student 12: It was very useful to get some information about going abroad. Also, talking about how to realize our dreams was quite useful.

The 2nd (Mean= 4.24) and the last session (Mean=4.41) were at an average level of appreciation by the students compared to the other sessions. During the second session, students seem to have found the videos of students at METU and a live example of a freshmen student useful. Here are some quotations reflecting this positive view:

2nd Session (Attribution Training):

Student 1: There were some live examples. I have seen how others succeeded both in the videos and her (the name of the freshmen student who talked about her experiences in the session) coming to the class

Student 8: her (the name of the freshmen student who talked about her experiences in the session) coming to our session was good, we could ask about our question marks in our minds and have learnt about them

6th Session: Vision Training & Ought-to Self- Summary:

Student 4: I like the part teacher telling about her own language learning and her teaching experiences

Although, 71 % of the students held positive views on the first session, it did not get as much appreciation as the other sessions did.

Most of the students criticized the duration of the first session. The researcher had to start a bit later than it was planned because of technological problems. In fact, the projector did not work and she solved the problem after a while. Students had to wait for the researcher to fix it. Some also found the session theoretical rather than discussion-based. Here is some criticism over the first session:

Student 2: The function of the session is good enough but we need to take more breaks during the session.

Student 5: It would be better if we could include students' participation more.

Conclusion

This chapter examined the whole group data and the experimental group data with the help of the scales, open ended questions, reflections and the interviews. The results revealed that *Health* and *Teacher* are the most frequently highlighted attributions. Lack of *Effort* and *School System* are the most common ones in open ended questions. The findings also showed that students with high level for ideal L2 self has more positive attributions compared to the ones with low level. Another result is that *Effort* is a strong predictor of both the previous and the future achievement of the university students. The results also indicated the contributions of AR sessions on building healthy attributions such as *Effort*, *Strategy* or *Study Skills*. The results also showed that the AR program also promotes personal control, and has participants believe that the external and uncontrollable factors affecting their performance will not last for a long time. The last finding is that AR sessions seem to provide further support or encouragement to foster ideal L2 selves of the learners.

The following chapter deals with the discussion, conclusion and the suggestions based on the results presented in this chapter.

Chapter 5

Conclusion, Discussion and Suggestions

Introduction

The last chapter will present, describe and elaborate on the findings and implications drawn from the data analysis pertaining to the literature review on Achievement Attributions and Attribution retraining (AR).

After the discussion of the results, methodological as well as pedagogical implications and suggestions for the further studies will be provided in this chapter in the light of the findings of the study.

Summary of the Study

The present study was designed to investigate the causal attributions and the causal dimensions of the EFL learners studying in the English foundation program at Middle East Technical University in Turkey. The study comprises of two main parts, the first of which was conducted with 1006 participants. The first part of the study attempted to reveal causal attributions and the dimensions of the whole group also to find out the relationship between perceived success- meaning that to what extent students view themselves as successful in the latest midterm exam- and their causal attributions. This part of the study also tried to elucidate the connection between the *ideal L2 self* and *ought-to selves* (future self guides) and *causal attributions*. Last but not least, whether students' causal attributions could account for their previous and the future exam scores were also examined based on the data collected from 1006 participants.

The causal dimensions were measured through CDS II developed by McAuley, Duncan and Russell (1992), causal or achievement attributions were examined by Language Achievement Attribution Scale(LACAS) designed by the researcher (see chapter 3 for details), the future self-guides scales- including *ideal L2 self* and *ought-to self* (Taguchi et al., (2009).- were administered to the same group of participants. Motivated behavior and effort was scrutinized in this study via the scale designed by Al-Shehri (2009).

The second phase of the study mainly concerned with the effect of Attribution Retraining (AR) designed and implemented by the researcher. The researcher tried to shed light onto the assumed positive effect of AR protocols in language learning milieu. CDS II (Appendix B and Appendix F) and LACAS (Appendix D and G), Future Self Guides and Motivated Behaviour scale (Appendix H) were administered to both experimental and the control group. Also, written open-ended questions (Appendix I) for both groups and the reflection papers (Appendix X) for the control group and individual interviews for the experimental group were conducted for the students to gain a deeper insight into the possible impact of the AR sessions. Feedback for each session was also received from the participants to understand their perception about the effectiveness of the sessions through a questionnaire prepared by the researcher (Appendix W). In experimental analysis of the present study, 12 students per group were recruited as participants.

In an attempt to measure causal attributions of the participants in the whole group study and the experimental study, a language attribution scale was designed and developed in a one-year study through successive stages of three explanatory factor analyses (EFAs) and three confirmatory factor analysis (CFAs). At the initial stage, a scale with 52 items and 11 factors was developed founded on Weiner's (1986) attribution model and many other studies in the literature (Anderson, 1983; Cooper & Burger, 1980; Dörnyei, 2001; Elig & Frieze, 1979; Frieze & Snyder, 1980; Slavin, 2003; Vispoel & Austin, 1995; Williams et al., 2015; Williams & Burden, 1997). The items in the scale started with the statement: *I received this score from the latest exam because I ... (the reasons were listed in the items)*. The scale required students to consider their latest exam score and rate the statements of the cases on a 5-point scale (Appendix D and G). It goes without saying that the scale mainly measures causal explanations rather than causal dimensions, namely locus of control, controllability, or stability.

The scale was piloted and students were asked to read aloud the items and gave feedback to the clarity of the items. After performing both explanatory and the confirmatory factor analyses (for the details of the results please refer to chapter 3, see Analysis for the Scale Development of the Study), some of the sub-scales related to the attributions of *Interest* and *Strategy* were left out as they did not clump together in the factor analyses as the literature proposed. Also,

situational effort was put under *Effort* and *Mood* was categorized as a part of *Health* after the factor analyses. After getting nine attributions or factors, the researcher applied another explanatory factor analysis and confirmatory factor analysis in a split-half method (Pallant, 2011) and had 32 items in total. After the implementation of this version in the main study, the last EFA and CFA were conducted and the scale ended up nine factors or attributions and 29 items in total. All the analyses in this dissertation, including the pilot group analyses and their implications for the AR protocol in the main study (please refer to chapter 3), were built upon the finalized version of the scale (Appendix G).

Discussion of the Findings

The findings will be discussed under eight headings:

- a. achievement attributions of the learners
- b. achievement attributions according to perceived success
- c. the relationship between future self guides and causal attributions
- d. the contributions of AR sessions to causal attributions and dimensions
- e. the relationship between previous as well as future achievement through causal attributions, future self guides and motivated behaviour and effort
- f. the effect of an attribution retraining program on EFL learners' future self-guides and motivated behaviour and effort -experimental group
- g. the student's perception on the effectiveness of the sessions
- h. discussion on the LACAS scale development process

Achievement attributions of the learners. Overall, the quantitative data received from the scale, LACAS, showed that the participants of the study attributed their exam performance mostly to external factors such as *Health* and *Teacher*. Although causal attributions generated by the learners are ideally expected to be controllable and internal as Erten (2015 a; b) and Peacock (2009) maintain, these frequently noted ones fall into the category of unhealthy attributions. More specifically, the present study results as to ascribing to more external and uncontrollable reasons might derive from the fact that Turkish culture attaches central importance to health or well-being. Without healthy body or

psychology, they do not believe in the value of success or other positive experiences in life (Büyükselçuk, 2006; Yang, 2009). *Teacher* also received a higher mean score in the present study, which might be an indication of the inevitable teacher effect in eastern culture (Erten & Burden, 2014; Erten, 2015 b; Gobel & Mori, 2007; Peacock, 2009; Thang, Gobel, Nor, & Suppiah, 2011). This result is also comprehensible in that students receive 20 or 25-hour instruction by one or two instructors at Middle East Technical University, English preparatory program; that is why, they might have viewed the teacher mainly responsible for their performance. Teaching as well as teachers are conventionally valued in eastern cultures, which also holds true for Turkish context where educators are also, respected commonly by the society (Erten & Burden, 2014; Gobel & Mori, 2007; Paker & Özkardeş-Döğüş, 2017; Peacock, 2009; Taşkıran, 2017). However, this result in terms of its pedagogical implications could be taken with great care as the majority of the learners are likely to feel that they have little control over their academic journey and they might experience poor performance in the future (Taşkıran, 2017; Weiner, 2000). The fact that students still give a lot of credit to their teachers although they become adults or young adults did not conform to the idea that students are at the university level and that they are supposed to have high level of awareness in terms of adaptive attributions. Such a belief might imply low autonomy level of the learners for their own learning. The majority of the students in this study have gone through the same process in their primary or secondary school (based on the demographic data at the beginning of the scales, Appendix B) and their dependence upon the teacher seems to be unchanged although they have started to attend higher education. These students might have difficulty taking charge of their learning process and could not have high level of self-regulation, or set their own goals or plan their own learning as Little (2009) claims.

Regarding the low mean scores, students marked the internal causal attributions, such as *Effort* and *Ability*, at a lower level. Specifically, students attributed their performance to *Effort* at a low rate. This finding might reflect the profile of METU students. As METU is one of the most successful international universities, which accepts students with a quite high university entrance exam scores, the level of their awareness with respect to their insufficient study or

inefficient study habits have come out as one of the major issues. In brief, their awareness about their low rate of effort could be clearly seen in this study. With reference to low effort, most of the students, fortunately, seem to have developed adaptive attribution styles, which could be promising for themselves and it could be turned into success in the future easily (Lim, 2007; Weiner, 2010; Williams et al., 2015). This result does not overlap with some recent studies by Chang et al., (2017), Haynes et al., (2009) or Taşkıran and Aydın, (2017) in the sense that university students or students at higher education have more awareness and they tend to put a lot of effort in the learning process. However, in this case, students appear to take on their responsibility by referring to studying not enough but they do not seem to place an importance on their actions as also seen in the frequently-cited attribution of *Effort(-)* in the open-ended questions. As Chang et al. (2017) suggest, such an attributional disposition reveals students' abdication of responsibility; on the other hand, it could help learners to keep their self-esteem healthy. If students only base their performance on such uncontrollable and external factors as *Health* and *Teacher*, they might have lower self-efficacy (Hsieh & Schallert, 2008) or academic self-concept (Erten & Burden, 2014)

The finding pertaining to the low rate of *Ability*, on the other hand, which is an internal, stable and uncontrollable attribution, might imply students' feeling on the lack of control over the events. They linked their exam performance to lack of ability, which might create "learned-helplessness (Seligman, 1975) on their part. Such a finding might reveal that most of the students believe in the power of ability- uncontrollable factor- to be a major element in language learning.

As to the results on causal dimensions, students in this study seem to conform to more adaptive styles since they have high scores of locus of control and personal control whereas they indicate that these ascriptions are not stable and not dependent much on external reasons. This healthy attributional style does not resonate with such maladaptive causal attributions as *Health*, *Teacher* or *Ability* as commonly found in the quantitative as well as qualitative analyses and also as discussed above. However, the result is promising because the pioneer of attribution theory, Weiner (1985), stipulates if the outcome of a performance is linked to an unstable reason, the expectancy or certainty of the result might be

expected to be different from the past, which might help us to see a positive future for the students in terms of motivation and their academic achievements.

At this point, it might be reasonable to say that causal attributions do not suffice to account for the full picture of the learner's belief systems (Taşkıran, 2010; Weiner, Williams et al., 2015). One might perceive a cause as controllable or unstable, the other could see it as out of control or not malleable. This difference between the perceptions of people might imply that individual differences need to be elucidated further while gaining a deep insight into causal attribution.

In addition to *Health* and *Teacher*, it can be stated that *Classroom Environment* and *School System*, which is the most frequently noted attribution in the open-ended question, fall into the agree range since the learning environment is a foreign language learning context. Students do not have any other exposure to the target language except the classroom or the technological tools used in their instruction. It is quite understandable why they mostly refer to these external, uncontrollable and unstable factors. The frequent reference to *School System* is in keeping with the results of Taşkıran and Aydın (2017) in that university students blame heavy schedules or intensive program for their performance. This undesirable ascription might also be related to culture and could be treated with care by raising some awareness of the students on the necessity of the program with a tight schedule for them. *Family*, in the bottom of the agree range- could have received this mean score as university students, mostly coming from different cities of Turkey, might have felt independent compared to their high school education process, in which they mostly live in their family's apartment. This agreement score might also resonate with what McClure et al. (2011) suggested. They put forward that learners from eastern or collectivist societies tend to build upon their learning process on their families while the ones from western or individualistic societies are inclined to relate their performance to more personal or internal reasons. As to the *Task Difficulty*, students' responses can be classified as the middle agreement range as the mean score for the first midterm is relatively high (Mean: 76.87 for all groups out of 100; Passing Score: 60/ 100).

In addition to the common reference to *School System* in the open ended questions, lack of *self-efficacy*, which is more internal, but uncontrollable

attribution appears to have played a major role in students' performances. This finding is quite explicable in the sense that self-efficacy is closely related to attributions (Hsieh, 2004; Semiz, 2011).

All in all, the findings on the first research question demonstrate that learners discount their perceived control by resorting to more uncontrollable as well as stable reasons, implying the existence of fixed mindset (Dweck, 2006) among the participants. Clinging on uncontrollable and external factors as indicators of fixed mindset might signal the fact that learners might give up or refrain from studying more in the future whilst at the same time, the participants interestingly conform to what Dweck (2006) and Mercer (2011) called as learners with growth mindset since they referred more to *controllability* or less to *stability* in causal dimension scale. Two different sides of the coin might suggest that learners in this study hold both adaptive and maladaptive attributional styles and their belief system could be moulded or shaped if possible means of changing attributions are employed effectively (Erten & Burden, 2014).

Achievement attributions according to perceived success. The research question as to whether learners perceived success- whether they view themselves successful or not- has any effect on their causal attributions yielded intriguing results. Overall, both groups, including success and failure-oriented ones-subscribe their performance mostly to such uncontrollable reasons as *Health, Teacher* and *Classroom Environment*. Examined in greater detail, students with high level of perceived success display statistically different attributional pattern from the failure-prone students with regard to most of the causal attributions: *Health, Luck, School System, Task Difficulty, Ability* and *Effort*, respectively. This might offer further validity evidence to Weiner's theory (1972; 1985; 2000). Both the ones who regard themselves as high and poor achievers reported the attribution of *Classroom environment* as the second most significant factor and *Teacher* as the third one for doing well or poor. This might stem from the oriental cultural background, meaning that these students, whether or not they perceive themselves successful, relate their performance with more external and uncontrollable reasons (Erten & Burden, 2014; Gobel & Mori, 2007; Mc Clure et al. , 2011; Peacock, 2009; Turan & Özkardeş-Döğüş, 2017). Students' beliefs in the influential role of *Teacher* on their performance might source from the fact that

eastern cultures place more importance to interdependence as well as connectedness (Gobel & Mori, 2007; Horwitz, 1999). Rather than relating the performance with personal or controllable factors, making links between the achievement and the *Teacher*, as an uncontrollable authority, might stem from the perceived high status of the teachers in eastern societies (Erten & Burden, 2014; Paker & Özkardeş-Döğüş, 2017) which in return, might bring about the future success in a negative way. Such a belief system built upon cultural factors could mostly shape learners' own learning actions as Horwitz (1999) showed in his study. One effect of endorsing *Teacher* as one of the major factor in learning actions is that students might feel that they could deploy less control over their learning and they cannot change the prospective situation. Another probable impact of generating both classroom and teacher attribution might be less autonomy on the learners (Horwitz, 1999). They might not be willing to commit more time and energy to work on their learning or even they might give up studying the language (Erler & Macaro, 2011).

The results are also striking in the sense that students who think themselves as successful tend to ascribe their performance to such internal attributions as *Effort* and *Ability* at a remarkably higher level compared to the failure-oriented group, which might bring about the feeling of pride on their part as Weiner (2014; 2018) proposes. Given the mean scores in chapter 4 Table 22, it is also seen that the scores for unsuccessful students (perceived level) for all attributions except *Health*, *Teacher* and *Classroom Environment* were not in an agreement range (3.6-5), which implies that these students opt for external and uncontrollable attributions at a higher level. This finding is quite analogous to the idea of self-serving bias and several studies conducted in the past in the sense that people are likely to attribute their failure to external causes (Hsieh, 2004; Semiz, 2011; Williams et al., 2015). Students might have generated these unhealthy attributions since they hold a self-protective bias as maintained by Gobel & Mori (2007). This result is in line with the previous empirical and theoretical studies conducted by Duran (2012); Erten and Burden (2014); Gobel and Mori, (2007); Hsieh and Kang (2010); Mori et al. (2011); Taşkıran and Aydın (2017); Vispoel and Austin (1995). On the other hand, in the present study, success-oriented students also employed external and uncontrollable reasons for

their achievement. This finding is at odds with many other studies [Chang et al., 2017; Gobel and Mori, 2007, Höl, 2016; Hsieh, 2004; McClure et al., 2011; Peacock, 2009; Satıcılar, 1996); Semiz, 2011, Taşkıran and Aydın, 2017; Vispoel and Austin, 1995 and Weiner's theory (1972b; 1985; 2000)] in that students who regard themselves as successful did not refer to unstable and controllable reasons. In the present study, this overdependence on unhealthy attributions, even for the success disposition group, shows that participants in this study don't conform to self-protective attitude but their belief seems to be considered more maladaptive and unhealthy. In return for such an attitude, they might go through some problems with self-worth, self-efficacy or self-enhancement (Hsieh & Schallert, 2008; Tollefson, 2000). They feel so helpless and may be prone to taking less volitional actions to gear towards their goals (Oxford, 2017). They might avoid taking charge of their learning, which might affect their future performances.

The results also reveal that all their attributions, except *Ability* (just below the threshold of agreement band) and *Effort*, are in the agreement range, on the part of the success-prone students. This result is akin to many other studies as successful students tend to adopt more of a self-critical attitude (Gobel & Mori, 2007; Semiz, 2011; Williams et al., 2015) by taking charge of not studying enough with a low level of mean score. Considering the result on *Ability*, in alignment with Erten and Burden (2014) and Semiz (2011), students with higher success perception seem to hold higher mean scores in this study, which might suggest that *Ability*, as an internal, stable and uncontrollable reason, could impede their motivation to succeed according to Weiner's proposal (1986); however, these students might also feel strong, proud and they might have more expectancy of success according to some researchers (Faber, 2017; Tollefson, 2000). Tollefson (2000) also adds, without ability, the students might lose their self-worth. Even though some students put a lot effort in language learning, they cannot succeed as they believe that they don't have any language aptitude. At this point, successful students' belief in the existence of their ability and its effect on their success might create a promising result for students' future. They might expend more effort as they hold strong and positive beliefs about themselves by considering themselves as competent learners (Tollefson, 2000). This shows us that attributions and their

intertwined relationship needs further examination as found in this study; that is, *Ability* and *Effort* need to be handled in accordance.

The pairwise comparison between students with the high and the low perceived success students shows statistically significant differences in terms of *Locus of Control*, *Stability* and *External Control*. However, it has not been found in the *Personal Control* dimension. Analyzed in detailed way, the results support the previous findings in the literature (Duran, 2012; Gobel & Mori, 2007, Hsieh, 2004 ; McClure et al., 2011; Peacock, 2009; Semiz, 2011; Taşkıran & Aydın, 2017; Vispoel & Austin, 1995) in the sense that students who regard themselves as successful seem to have a higher level of *Locus Of Control*. People tend to attribute their success to more internal factors, which is tied in neatly with the Self-Serving Bias Theory (Gobel & Mori, 2017; Williams et al., 2015, p.73). It is also predictable to have a higher score in high perceived success group with regard to *Personal Control* (Semiz, 2011), though not with a big difference in the present study. The interesting results lie more in the dimensions of *Stability* as well as *External Control*. The students with a high level of perceived success have higher mean scores in regards *Stability* dimension; meaning that the students who think that they are successful and most probably have a higher self-esteem tend to believe that their performance will last in the future in the same positive direction. This result shows disparity with what Koçyiğit (2011), Semiz (2011) and Taşkıran and Aydın (2017) found out in their studies. They found and stated in their studies that success-oriented students are expected to make less stable attributions compared to the failure-prone ones. Conversely, the low level of stability from the point of failure-oriented students imply that students with a low level of perceived success might feel that their failure in their mind will end in the future and they will take an action. This is a promising result for the students for their future learning processes as failure will not cause down expectancies for the future so that hope might be maintained by these learners (Weiner, 1985; 2010). Another striking point in the result is that students with a high level of perceived success tend to ascribe their achievements to more external factors. This might come from students' cultural background; to put it in another way, Turkish culture tends to rely on others' control and they mostly link their performances to others rather than embracing their own responsibilities. This result is also parallel in the first research

question of the present study by referring more to external reasons such as *Health* and *Teacher* at a high level. All in all, lack of self-agency might lead learners to reduce engagement or task avoidance or employment of wrong strategies in their prospective learning (Faber, 2017).

The relationship between future self guides and causal attributions.

The finding on whether the learners' level of ideal L2 self makes a difference between their causal attributions revealed that students with high level of ideal L2 self hold more positive attributional style, substantiating the theoretical background of ideal L2 self in the sense that students with such a profile seem to have more positive attitude (Dörnyei, 2005). In this study, the students generating higher level of positive attributions, believe in the contribution of all causal attributions, adaptive or maladaptive, to their learning or motivation. To clarify, even a learner with a clear and vivid vision or a high level of ideal L2 self, ascribes his/her performance to *Teacher*, an attribution causing a maladaptive attributional style. Such a learner maintains the idea that *Teacher* has a positive effect on his/her performance, which might be handled with close exploration as put forward by Erten and Burden (2014).

The interesting finding related to the lack of difference between the students with high level of ideal L2 self and low level of it does not carry resemblance to what most of the studies in the literature propose (Al-Shehri, 2009; Chan, 2014; Dörnyei, 2005; Dörnyei, 2009; Papi, 2010; Taguchi et al., 2009) in that ideal L2 self regulates persistence and effort and in that vivid vision could encourage learners to learn the language more. It is interesting that students in the present study, with a high level of ideal L2 self, did not differ from the correspondent low group in terms of their expending of effort. Though students with a higher level of vision reported to have put more effort into their performance, the difference is not at a statistically significant level. (see table 25, $p=.246$). As Kim and Kim (2014) found out in their studies, students' vision and motivated behaviour at higher education could have more intricate relationship between each other compared to the elementary or junior students'. There might be some other reasons in action rather than the clarity of the vision. As Dörnyei (2005; 2009) stipulates motivation requires strategic use of motivation or converting the desire into action. It is dynamic and complex by its nature and it could be affected by any other reason

that could not be identified clearly (Dörnyei et al., 2015). The participants in this study did not employ either effective strategies or did not take any action to change their current situation although they had a high level of awareness as university students as indicated by Perry et al. (2009). This finding might also have to do with the late puberty effect of the learners (Erten, 2015b) as they could not adapt to the requirements of an academic life at a university.

When it comes to the causal attributions, ability- as an internal, uncontrollable and a stable reason- made a difference between high *ideal L2 self* group and the low one. This might elucidate the assumed strong relationship between *self* and the *internal causes*, referring to *ideal L2 self* and *attribution* in this case (Faber, 2017; Weiner, 2014). The stability and the uncontrollability of this attribution could cause certain problems for the future attainment of the goals or dreams. Similar to this unhealthy attributional style, students with a high level of ideal L2 self seem to assign *School System*, *Teacher*, and *Classroom Environment* a pivotal role. This also does not overlap with what Dörnyei (2009) suggests in the sense that students having more “control over attaining or avoiding possible selves” (p. 9) might be more likely to take actions. At this point, the relevance with the achievement exams or standard exam and the students’ real-life goals need to be questioned. If the testing or student evaluation were based on more real-life like, students would take it more seriously and expend more effort into it as they would feel more control over them, thereby contributing to clearer vision at the end.

As to the findings on other causal attributions, the positive attributions, except *Health* proves the higher motivation of the students for the future, having gained positive experiences in the past. Their background reflects their dreams, hopes, and expectations about the future. *Health* is a temporary problem; that is why, students might have similar responses and they may think that its effects are not so influential for their future learning processes. Another difference between the two groups lie in *Task Difficulty* which might stem from the fact that the midterm exam scores are quite high (Mean score=76.87/100) for all levels. As this achievement exam includes the points of two -month syllabus, it might not have put a lot of burden on the students’ in terms of their workload. Another remarkable result is that students -with a low level of ideal L2 self -put the blame on the lack of

Luck during the exam; however, it is not a big difference between high and low ideal L2 self groups and even students with low level of ideal L2 self has a positive attitude towards *Luck*.

The result on ought –to self reveals that students with a low level of ought to self (e.g. who believe that they have to learn English as it is a requirement imposed by the school or as it is a English medium university or they learn it because it offers some prestige) believe in the positive contributions of the attributions included in LACAS as their mean scores are mostly higher than the ones with a higher ought-to self scores. This result is understandable since they feel more control over their performance and language learning achievement. They also think that they have earned this grade because a) they are much luckier and b) they have much more language aptitude compared to the students with a low level of ought-to self. This finding is interesting that students with a low level of ought to -self give more credit to uncontrollable main attributions of *Luck* and *Ability*, which implies that these students' motivational orientation is based on uncontrollable reasons. In fact, low ought to -self level could be associated with more controllable reasons such as *Effort* or *Strategy*. On the other hand, not believing in the external requirements to direct their motivation contradicts with the uncontrollability of the causal dimensions of *Luck* and *Ability*. Another interesting point is that low ought-to self is a desirable attribute, but such students, unexpectedly, seem to be believe in unstable factors as *Luck* and *Ability*. In terms of one of the adaptive attributions, namely *Effort*, both groups do not differ from each other, meaning that both high and low ought- to self students fall into the partial agreement group. This is keeping with the empirical studies conducted by Papi (2010) and Islam, Lamb and Chambers (2013) in that students from eastern cultures or EFL contexts (Li, 2014) tend to depend more on outside requirements rather than their individual goals. This also implies that students mostly base their performance on uncontrollable, stable and external causes, which might result in maladaptive student profile. Students' dependence on ought-to self might be altered through vision training having students attach more value to their own learning (Kim, 2009; Teimouri, 2017).

The relationship between previous as well as future achievement through causal attributions, future self guides and motivated behaviour and effort. The regression results reveal that the more the students believe that they have invested effort into the previous exam, they become more successful in the future exam. This result is in line with what the attribution theory suggests (Weiner, 1985; 2000) in that as *Effort*, controllable, unstable and internal cause, might play an impact on their future success. It also provides additional support for growth mindset (Dweck, 2006) in which people endowed with or acquire such type of a mindset could sustain their effort as well as their persistence. Yet another result in the present study is that when students believe that they have language ability, they become more successful in the future. This result is in line with Hashemi and Zabihi (2011) as *Effort* is the best predictor of the students' achievement and the finding is also very similar to Hsieh and Kang (2010) since *Effort* ranked as the second best predictor of the future achievement in this study.

Luck, as an external, uncontrollable and stable attribution, seems to have contributed to the total variance as a second factor with a unique variance of 1.63%. This significant effect might result from the fact that items related to *Luck* has reverse items, which includes negative statements as: *I was unlucky in the exam*. Participants might have tended to mark more positive statements, meaning that "there was no tough luck, or nothing extraordinary happened during the exam".

Although *Ability* is an internal attribution, it is also uncontrollable and stable. The literature suggests that ascribing the performance to this factor might cause students to feel helpless and to avoid taking further actions in their future learning. In contrast to what the literature suggests, that students give credit to *Ability* for their previous performance seems to have a positive effect on their future achievement, though its unique contribution of it is not at a very high level (0.63 %). Ability as a good predictor of the future success is partially akin to Erten and Burden (2014) as well as Hsieh and Kang (2010); however, the low rate in the present study might be based on the difference between the participants ages. While the present study administered the instruments to young adults, Hsieh and Kang (2010) had 9th graders as participants and Erten and Burden (2014) recruited students from primary and high school levels. As Horwitz (1999) and

Erten (2015b) maintain, age makes a difference when it comes to the beliefs about the effect of language aptitude on language performance. Horwitz (1999) asserts that one of the misbelief about language learning is that adults learn languages with great difficulty since they lack language ability and it is common among young people.

This result is quite in line with the first part of the research question in the sense that *Effort, Luck and Ability* explain the variance in the future exam score; however, in the second regression analysis based on the previous exam, it is seen that *Task Difficulty* seems to predict the previous exam score at most. This might be because students could have found the first exam easier than the second one as midterms are achievement exams, which test the points in the syllabus. That is, the first exam includes easier points compared to the second exam, which might affect students' perceptions of their performance. All four main attributions, *Effort* ranking on the top in both equations of previous and the future exam, are in concert with the Weiner's theory (1982) in that they play a crucial role in the beliefs of the students on their exam performance. This result does not show a similar pattern with Erten and Burden (2014) as *Task Difficulty* is the best predictor of the previous exam; however, in Erten and Burden (2014), in Hsieh and Schallert (2008) and also Hsieh and Kang (2010), *Ability* best predicts the exam taken before. In both cases, learners are likely to give up studying as they seem to have fixed mindset (Dweck, 2006), which leads them to feel less control over their own learning process and take less action (Weiner, 1992). The discrepancy between Erten and Burden (2014) and this study might derive from the fact that the university students in the present study might have high level of awareness about the undeniable importance of *Effort* in achievement compared to the high school or primary school students used as participants in Erten and Burden (2014). The difference between the present study and Hsieh and Schallert (2008) and Hsieh and Kang (2010) might lie in the fact that these studies were conducted in different languages other than English.

The contributions of AR sessions on developing healthy attributions.

One of the main purposes of this study was to throw light onto the possible effect of Attribution Retraining (AR) on language learners' -who are motivationally-at risk or have maladaptive attributional style based on causal dimensions and

achievement attributions. An attribution retraining model adapted from Haynes et al. (2009), attempted to attenuate unhealthy attributions and induce more adaptive causal factors in achievement (Stewart, et al., 2011). The change, if possible, in the causal dimension was measured through Causal Dimension Scale II (McAuley, Duncan, & Russell, 1992) and Language Achievement Causal Attribution Scale (LACAS) developed by the researcher of the present study.

The results related to CDS II suggest that the AR treatment might have contributed to the improvement of adaptive attributional style for the students. The increase in *Locus of Control* (e.g. *Item 6: This cause is onside of me*) and *Personal Control* (e.g. *Item 2: The cause is manageable by me*) in the experimental group mean that students feel to employ more control over their learning and test achievement after receiving some input on this issue. This finding pertaining to the rise in *Locus of Control* and *Personal Control* resonates with the results of the empirical studies conducted by Groves (2014), and Semiz (2011) and this is quite promising as the assumed positive effect of AR in theory (Haynes et al., 2009; Erten, 2015a) was validated by the present study as well. On the other hand, AR may not ensure the increase in perceived control on the part of the learners as found in Hamm, Perry, Chipperfield, Murayama and Weiner (2017). Very few numbers of studies on AR in language education seem to be successful in enhancing personal control of the learners (Semiz, 2011). Also, the decrease in *Stability* (e.g. *Item 3: This cause is permanent*) might be helpful for the students to believe that they can succeed in the future and that they can take action in their own learning process (Dörnyei, 2001; Weiner, 1985). As Weiner (2010) notes in his article, *Stability* might shape future expectancy more than *locus of control* could. The decrease in the *External Control*, though not at a statistically significant level, might also imply that students could release themselves from feeling learned-helplessness through some support and guidance, i.e. AR treatment. All in all, the desirable direction of the increases and the decreases in CDS II after the AR intervention implies that participants of this study might persist in their studies and motivation to further their achievement (Faber, 2017; Weiner, 2000).

In an attempt to understand whether the customized model for the AR in language learning in this study helped ameliorating the motivation deficits and maladaptive attributions in the experimental group compared to the control group,

both quantitative (LACAS) and qualitative instruments (Open-ended questions, reflection papers and interviews) were used. Findings from these tools imply that with the help of the AR training, in the treatment group the students' awareness seems to have increased in terms of *Effort*. These students started to have a more adaptive attributional style and they began to take control over their performance more as a result of the AR training. However, the endorsement of other attributions— namely, *School system, Teacher, Family, Luck, Classroom Environment, Task Difficulty, Ability and Health*- with the exam performance did not achieve a statistical significance. That there were not many changes in the causal attributions, except *Effort*, might result from the fact that belief system is resistant to change and it is very much related to personality of the learners (Chodkiewicz & Boyle, 2014; Williams et al., 2015). As Chodkiewicz and Boyle (2014) state, if not useful in attribution change, attribution retraining programs could also contribute to “student learning, behavior and cognitions” (Chodkiewicz & Boyle, 2014, p. 82). Although other attributions were not noted by the respondents at a statistically significant level, they might also suggest that the experimental group students had more positive attributions compared to the control group regarding *School System, Luck, Ability, and Task Difficulty*. This result might suggest a positive contribution of the AR treatment, though not at a statistically significant level.

Examining the experimental group's change specifically, the results show desirable and promising alterations in their attributional styles. To illustrate, in terms of *Ability*, students seemed to have gained more self-confidence after the sessions, thereby self-efficacy might have been boosted, but not at a statistically significant level with reference to Table 40 in chapter 4. The finding on the no-change in *Ability* attribution is akin to Semiz (2011) but it does not match with the difference between the pre and the post test in Höl (2016). The participants in the treatment group might have felt more adept and skillful after receiving some strategy awareness and goal orientation sessions but that might be more effective after an integration of the AR program into the current curriculum or syllabus. As for the *Task Difficulty*, they might have thought that this attribution did not create a block for their success after the AR sessions since the researcher shared overall mean scores for the first midterm exam with them. They might have been

convinced that *Task Difficulty* was at the right level. Höl (2016) and Semiz (2011) also had similar results in that their AR model also did not make a great change in *Task Difficulty* attribution. On the other hand, students in the control group ascribed their performance to *Teacher*, i.e. an external, uncontrollable and stable attribution, more than the experimental group, which might imply the dependence on the teacher has slightly decreased as a result of AR. Although there is a tendency to hold onto the factor of *Teacher* among Turkish learners as mentioned in Erten and Burden (2014) and Gobi and Mori (2007), this unhealthy style started to turn into a positive way through the AR sessions in the present study. The interesting finding, hereby, is that the students in the experimental group started to believe in the effect of *Luck*, i.e. uncontrollable, external and stable attribution. The students in the sessions were mostly maladaptive students having poor scores and they perceive themselves as low achievers. It can be inferred that after the sessions, their belief in *I received this score because I was unlucky* has been empowered. This result is in keeping with Semiz (2011) but not with Höl (2016). This finding might go parallel with their infrequent reference to *Effort* but placing more emphasis on *Luck*. To elucidate, participants who attended the AR sessions seem to dwell more on chance and admit having put low effort into the process. This profile of the student appears to be interesting since by referring to *Luck* more after the sessions, they display some features of fixed mindset; conversely, by accepting their lack of investment (*Effort-*), students' growth mindset seems to be awakened after the AR sessions.

If scrutinized in depth, the results of the control group also demonstrate that except *Task Difficulty*, all attributions' median scores on the 50th percentile did not reach a statistically significant level on the part of the control group. This might imply the no -changes between the pre and the post test as anticipated. The change in the *Task Difficulty* decreased from the pre test to the post test to a great extent, implying that these students felt less motivated to view the exams more difficult as the time passed by. As they did not get any psychological support during the treatment process of this study, their belief system seems to have worsened.

All in all, the triangulation in the data reveals that the change from a maladaptive attributional style to the adaptive attributional style can be observed in

statistically significant rises in *Effort*, *Locus of Control*, *Personal Control* and decrease in *Stability*. This parallelism also suggests that AR treatment in the present study contributed to the positive belief system in students' future learning and performances. The positive change in the quantitative data also goes hand in hand with the findings of the qualitative data in the sense that most of the participants tended to add more adaptive attributions to their list ranging from *Effort*, *Strategy*, *Study Habits* or persistence in studying. As most of the scales miss some points, LACAS also lacks some constructs in attribution theory; that is why, qualitative data compensated the missing attribution. In particular, the adaptive ones such as *Strategy* can be observed by the participants' statements in their post open ended questions and interviews. The fact that students substantiated *Strategy* after the intervention displays a difference from what Taşkıran and Aydın (2017) found. They revealed that students rarely referred to *Strategy* use at a university level. This also implies that participants in the present study are likely to develop more positive attributions and higher motivational patterns and they might strive for success more in the future (Haynes et al., 2009; Weiner, 2000). Generating more adaptive attributions such as *Strategy* use might imply the fact that students have gained some awareness about how to study English. Although the students have made great achievements in their education or to get into the university, they seem to be lacking both the knowledge and the practice in how to study a language. This might have to do with their educational background which caused them to study more for other classes, including science or math, but not English as well-evidenced in the frequent expression of *Background* as an influential factor in qualitative data. As a matter of fact, studying a language requires some different skills as well as strategies to be competent compared to other classes. Therefore, even if the participants are at a tertiary level, they need some support in terms of how to study a language and their too much dependence on maladaptive attributions might be changed after subsuming strategy use in both language classes and AR sessions. In such a way, conversion of unhealthy attributions into healthier ones or empowering growth mindset instead of the fixed one could be successfully implemented.

Taking the findings previously discussed above into consideration, self-critical tendency seems to be more prevalent among the experimental group after

the AR sessions. This provides a further evidence of the positive contributions of AR in the sense that it inoculates and rehabilitates problematic students' beliefs and motivation; also AR restructures their belief system and bolster their healthy attributions to take further actions.

The effect of an attribution retraining program on EFL learners' future self- guides and motivated behaviour and effort. The statistical analysis shows that there is an increase in terms of ideal L2 self, and motivated behaviour and effort in both groups. While there is an increase in ought-to self in the experimental group, there seems to be a decrease in this aspect in the control group. Based on the ANCOVA results presented in chapter 4 in detail, the only significant difference between the two groups lies in ideal L2 self, which might derive from the fact that students have more vivid, clear visions for their language learning with the help of the vision training incorporated in the AR protocol. Similar to ANCOVA results, the experimental group seems to have improved ideal L2 self after the AR sessions to a great extent. This result provides support for the positive role of vision training on ideal L2 self as also found in (Chan, 2014; Magid, 2011; Munezane, 2015). Vision training could be implemented in different ways to foster clearer future images but as Magid (2013) puts forward in his article and as Hadfield and Dörnyei (2013) present some practical examples in their book, the vision training program could serve the purpose more effectively if it is blended with goal orientation sessions. To foster motivational currents of the students, focusing solely on the past experiences of the learners as conducted in AR sessions would not be enough to make them more motivated to take actions for their future achievements (Chan, 2014). The change in ideal L2 self but not in most of the causal attributions after the intervention might imply that belief systems related to past experiences are resistant to change as it is difficult to change the past; but the beliefs about the future might be altered and shaped much more easily as seen in the findings. That is why, the favorable change in ideal L2 self could make a change on students' motivation in the long run and play an important role in converting their maladaptive attributions into more positive ones for the future. The intertwined linkage between these two constructs needs to be handled together in a longitudinal study.

Interestingly, the results showed that the control group seems to have developed more motivated behaviour and effort compared to the pre-test and the post test scores. The underlying reason might have sourced from the fact that the researcher provided the control group with reflection papers where they were asked to write about the factors affecting their motivation or demotivation (see Appendix J). The researcher might have promoted their motivation by raising some awareness about their motivational changes in a week. This means the reason might be related to the researcher effect or the insider effect of the researcher mostly seen in qualitative studies (Bell, 2005; Dörnyei, 2007). Another possible explanation has to do with the complex motivational dynamics that might be affected by even one minor input as elaborated in Dörnyei et al. (2015) and Sampson (2014) in pre, while or post learning processes (Dörnyei, 2005; Williams & Burden, 1997). As Sampson (2014) states in his doctoral dissertation, students bring a number of factors into the classroom, also outside factors and its complex and evolved relationship with the self-idea of the students could have played a role in shaping motivation.

The improvement in visualization in language motivation could promote imaginary skills of the learners, adds up to the improvement of language skills if done in English (Chan, 2014). This favourable change in ideal L2 self could help learners to hold more positive attitude, emotion and cognition (Dörnyei, 2009; Magid, 2011) and to have higher motivation (Dörnyei, 2005; 2009). The protocol implemented in this study could be of great help to the language learners as they could reflect upon their past experiences through AR sessions and could also gear towards the future goals and feel the future and take actions in reality to decrease the discrepancy between the actual and the future selves (Higgins, 1987).

With respect to the impact of the sessions on ought-to self, although the quantitative data did not yield a statistically significant result, the qualitative data seems to have an intriguing finding in that students are aware of the need to learn English because of an authority decision or because they are required to learn it at a university where English medium instruction is used. Despite this necessity, the results of the AR sessions also suggest that participants have connected ideal L2 self and ought-to self so that their motivation could be stimulated by placing an emphasis on both components of L2 motivational self-system. The reality of the

requirements and the authority decisions in this specific context regarding the English –medium instruction could not prevent students' deeply-held beliefs from downplaying ought-to selves. This might imply that motivation is quite personal and it is not limited to the AR sessions, in fact, it is affected by many factors (Chang et al., 2017; Dörnyei, 2005; Dörnyei et al., 2015; Williams & Burden, 1997) including but not limited to cultural ones. As indicated in Chan (2014) and Teimouri (2017), learners in eastern cultures have a disposition to being affected by ought-to self more than the ones in western countries. This might have been valid for the participants in this study as they have brought their experiences from similar background to the context of this research.

The student's perception on the effectiveness of the sessions. The changes in students' belief system were explored through different research tools as explained above. To verify the data, if any, a questionnaire was given to the students after each session to reflect their own perceptions of the sessions and to get some feedback for further studies (Appendix W). The details of the protocol were explained in detail in chapter 3 and the materials adapted and developed by the researcher were also presented in Appendix K, L, M, N, O, P, R, S, T, U, and V.

Students seem to have started to employ more adaptive attributions into practice such as *Effort* and *Strategy* as found in quantitative, qualitative analyses as well as their feedback in the questionnaire. This finding is quite congruent with the statistical and the qualitative results of the study. Also, in qualitative analysis, some other adaptive causal attributions ranging from *Strategy* to *Study Skills* have been stated by more students after the AR sessions. This might also be connected to their satisfaction with strategy awareness session. They think that they have benefitted a lot from this session in particular. Also, study habits and lack of motivation have been the mostly cited attributions by the participants after the sessions in qualitative part of the study. This might also be parallel with the idea that students are content with the session on Goal orientation & Study Habits. Students' positive comments on vision training sessions are also in line with the results about the positive contribution of AR sessions to the promotion of ideal I2 self. It was fostered thanks to the AR sessions and students have started to set clear goals for their future. That might be the reason why they have positive ideas

about the sessions on goal setting and vision training. The negative thoughts on the need for hands-on activities in the first session might increase the credibility of converting maladaptive causal attributions into more adaptive ones. Although students seem to benefit from the second session where they watched videos or listened to a freshmen student sharing their experiences or they wrote about their own case, the quantitative data and the qualitative data did not yield changes of their maladaptive attributions a lot. Therefore, this part of the AR session might be turned into a more practical way by referring more to specific attributions.

Discussion on the LACAS scale development process. This study also aimed to introduce the Language Achievement Attribution Scale (LACAS) which purports to measure causal attributions of the learners. As to the knowledge of the researcher, there is no existing validated causal attribution scale in language education. The procedure that the researcher went through was explained in detail with reference to the quantitative analyses in chapter 3 (Scale Development Process). Although a great number of studies used quantitative method to explore causal attributions, they were not specifically designed for exam performance in language education. As for this study, it would have been difficult to perform inferential statistics and to gain a deeper insight into the learners' reference to their performance without a psychometrically-validated and a reliable scale. To the knowledge of the researcher, Causal Dimension Scale-CDS II (developed by McAuley, Duncan, & Russell, 1992) is the only scale exploring the dimensions of Weiner (1985)'s theoretical framework. However, to be able to expand on the investigation of achievement attributions, scholars in the field need a well-validated and reliable scale to get robust statistical results. Although attribution theory is widely used in different disciplines to explore perceived causes of the events in life, very few scholars, including Sucuoğlu (2014), Gobel and Mori (2007), Ghanizadeh and Ghonsooly (2015), designed their own scales in educational contexts. However, none of them meet the need of the present research aims. In fact, in Sucuoğlu (2014), the scale ended up three causal attributions, namely the student himself or herself, teacher or the family, so it does not seem to serve the purpose of the study as the present study tries to reveal more causal attributions of the students as in research question 1 and 2. Gobel and Mori (2007) focused on a specific task that was given to the students in the class, but not on an exam

performance as investigated in the present study. Ghanizadeh and Ghonsooly (2015) purported to measure teacher attributions rather than students, so it would not also fulfill the aims of this study.

Some other studies also made use of questionnaires rather than scales. Although Zohri (2011) implemented his own questionnaire in a foreign language context, similar to McClure et al.(2011), Erten and Burden (2014; 2015 b), Özdiyar and Demirel (2010) and Peacock (2009), they tried to measure the achievement attributions by means of one item for each construct or attribution. Although as McClure et al. (2011) claim in their article, single items could be used when referring to a concrete concept such as the attributions of *Ability or Effort*, a psychometrically and validated scale needs to have more than one item to test a concept or a construct (Dörnyei, 2001; Pallant, 2011; Şencan, 2005). Also, in the present study, a number of causal attributions in addition to the four main causal attributions were employed to scrutinize the students' attributional style in detail and from a variety of perspectives. In Höl (2016), the items were asked without referring to a *self language* (e.g. Item 1 : "Students are not successful in learning English because their teacher is not successful in teaching English" (p.119). However, students need to individualize their own experience (Weiner, 1979; 1985; 2010) rather than expressing general beliefs or attributions on hypothetical scenarios as Vispoel and Austin (1995) put forward. Although Dong et al. (2013) integrated the single items with CDS II, it did not provide the validity of the instrument in the article. Stepleman, Darcy, and Tracey (2005) used a valid scale underpinning students' attributions; however, it was used in psychology class and it was not applicable for a language learning environment. All in all, the researcher had to design and develop a scale to have robust and reliable results at a university context testing learners' causal attributions. The need to explore the case of a foreign language learning environment is also in line with "critical incident methodology" (Vispoel & Austin, 1995, p. 378) which enables learners to be engaged in introspection on their attributions, specifically designed for their cases.

In the present study, LACAS emerged as holding an acceptable level of construct validity (for further details, refer to chapter 3) based on EFA and CFA results. Also, the results on the difference between successful and unsuccessful

students (which was presented in chapter 3) and also the difference between students who consider themselves successful and unsuccessful (which was presented in chapter 4 research question 2) imply that the scale has a discriminating property. Contrasting group analysis offers further validity for the difference between the low-achievers and high achievers in terms of their attributional styles. This accords with Weiner's theory (1972a; 1985; 2000) and what most of the empirical studies found (Chang et al., 2017; Gobel and Mori, 2007, Höl, 2016; Hsieh, 2004; McClure et al., 2011; Peacock, 2009; Satici, 1996; Semiz, 2011, Taşkıran & Aydın, 2017; Vispoel & Austin, 1995) in the sense that success-oriented students and failure-prone students hold different views with respect to their attributions.

As to the reliability properties of LACAS (for the detailed analyses, please refer to chapter 3), it can be stated that the finalized version of the scale has a high level of internal consistency as a whole and in its sub-constructs, as well (Fraenkel & Wallen, 2005).

Although such researchers as Martinko (1995) and Taşkıran and Aydın (2017) mention, each causal attribution needs to be examined together with their causal dimensions. However, that might have been a little bit hard to implement with a huge number of participants as recruited in the present study. Students with a small number as in AR sessions could be used. To reduce the negative effect of it, CDS II was used separately in this study.

In conclusion, the results of the scale development process offered a validity and the reliability evidence to use the scale confidently to overcome students' problems on motivation or their belief systems.

Limitations of the Study

Similar to most of the studies, the present study also misses some points that were not estimated before the data collection process. However, this part of the thesis could be leading for the researchers who will be concerned with the similar points of this study in the future. The main limitation of this study is the lack of using longitudinal research design as a part of the methodology to follow learners' belief systems and motivational orientations in a long process. As these terms are dynamic and complex processes, collecting data for about a year could

have been more enriched and insightful data. To sort this problem out, the researcher officially looked for some ways to collect data for a longer period of time but she could not achieve it because the scale development process lasted for about a year and it was difficult to receive formal permission to keep students in a study for more than a year. By means of triangulation of the data collection instruments, the researcher tried to reflect learners' beliefs in a deeper way.

Another important limitation of the study could be the drop-outs in the experimental part of the study. Although 22 students started to attend the AR sessions, only 12 of them in each group, both experimental and the control group, were able to complete in all sessions. This reduced the number of the participants in statistical analysis but the researcher tried to perform different statistical tests to validate the results and also made use of different qualitative tools throughout the implementation of the AR sessions. The exploration of each participant's case was used to solidify the findings of the study.

Another limitation of the study is that the customized and designed AR model was applied in an EFL context isolated from the curriculum or the syllabus of the school. Had it been possible to make it congruent as well as integrated with the program in use, it could have revealed different results.

Still another limitation is that the results are restricted to tertiary level students or EFL learners in Turkish context, because it was not feasible and officially possible for the researcher to collect data from students at different institutions.

Yet another limitation is that the scale LACAS developed by the researcher does not include some attributional constructs such as interest, strategy, or adaptation to school since the factor analyses caused the researcher to take out all the items concerning these attributions. To overcome this problem, qualitative data was utilized as a part of the process of AR sessions, meaning gathering data before the intervention, during the treatment and also after the AR sessions.

Lastly, if the data had been received and gathered from such other contexts as foundation universities, or elementary or secondary educational level schools, different results could emerge based on the impact of the proposed AR model.

Suggestions and Conclusion

This part will present suggestions which will be made under three parts established upon the findings of the thesis. The first part will give methodological implications, the second one will embody pedagogical implications and the last recommendation will focus on suggestions for further studies. At the end of the chapter, the researcher will present the conclusion she has drawn resting upon the results.

Methodological Implications of the Study

This study employed quite an elaborate way of looking into the tendencies in causal attributions of the learners. First of all, a number of questionnaires were used in attribution studies but they did not psychometrically validated and counted as a scale. This study has provided a validated scale that can be used in most of the disciplines, but specifically in language learning contexts. To confirm the reliability and the validity, some of the causal attributions or constructs of the scale such as *strategy use* or *interest*, were left out. Another improved and validated scale could be built based on students' responses in qualitative analyses.

The study is the first study that tries to explore the relationship between the ascriptions to past experience (i.e. attributions) and the images for prospective experiences (i.e. future selves). The existence of the specific attributions (*Ability*, *School System* and *Teacher*) and the future selves were examined in the present study, but the direction of the future selves could be investigated through detailed statistical analyses and also some qualitative tools to provide a deeper understanding into the issue.

As for the design and the implementation of the proposed AR model, students mainly mentioned the long duration of the sessions and their passive role, especially in the first session revealed in the feedback survey. The criticism over the sessions might be right as that was the first time that the group of students met and also in order them to adapt to the sessions, the researcher was more active and informative. That is why, this part of the session could be more interactive by putting the students in groups and having them discuss the points in the power point slides and have a class discussion in a future implementation. To

illustrate, they might be assigned to search for whether language ability really affects students' performance or how much teachers are effective in language learning so that they could get ready for the discussions in the session and they might be convinced more as they, themselves, do research on the topic. Students could also be given a reflection assignment in which they can do some research on the points that they have discussed during the sessions or their specific causal attributions. This way, the AR protocol could become more individualized and customized considering the need of the participants. If students were at a higher proficiency level, they could also lead a discussion on the points that they have made discussions about during the sessions. This way, they could have been more active.

Another implication with regard to research design could be the lack of longitudinal study method in the present research. That is, as motivational dynamics are complex systems and considering the process of pre-actional, actional and post actional motivational phases (Dörnyei, 1998), a long-term track of students' motivational changes could solidify the findings of the study.

As most of the scales lack some constructs, LACAS could not encapsulate all the causes of students' performances, but the open ended question was designed to address this problem. The scale could be tried in other contexts and can be adapted based on the required statistical analyses.

Pedagogical Implications of the Study

To begin with, exploring learners' motivational orientations is of paramount importance to be able to convert their maladaptive beliefs or fixed mindsets into more healthy ones so that learners could persist in their motivation and in their sustained effort for a long time. The present study might enlighten scholars and teachers in designing an AR program incorporating vision and goal setting components to promote adaptive attributions such as *Effort*, *Strategy* or *Study Skills*. This study also provided an evidence to avoid AR studies which were conducted in laboratories in many of the past studies (Robertson, 2000). School environment was used in this study, which enabled the researcher to apply an intervention in a natural learning context. However, this could be best achieved through the long-term implementations of programs purporting to promote

motivated behaviour and vision. Such conclusions lend themselves to the integration of AR as well as vision training sessions in the language programs. At this point, there would appear to make needs analysis (Chang et al., 2017) of the learning context to have a tailor-made AR protocols as it is done to teach language skills and linguistic features in a planned way. The causal attributions of the learners vary to a great extent from learners to learners; in this vein, the sessions to change these ascriptions are required to be customized in the organized curriculum.

In such specifically-designed AR programs, teachers -as the practitioners of teaching process-are not only in charge of teaching but also seem to hold some other responsibilities such as being aware of motivational dynamics in the classroom or students' belief systems to be able to contribute them to the positive learning environment (Erten & Burden, 2014; Mohammadi & Sharififar, 2016; Taşkıran & Aydın, 2017; Yılmaz & Kahyalar, 2017). In view of the teachers' undeniable role in altering attributional beliefs and in stimulating clearer vision and considering the frequent citation of *Teacher* attribution on both success- oriented and failure-oriented students in the present study, it goes without saying that teachers need to be trained to handle the strong belief systems effectively in pre or in service training programs. While students' value *Teacher* more than the other elements playing a role in their achievement, teachers need to assume the role of motivators for a while.

In terms of the practical reflections of the theory into the classroom, the teachers need to gain an understanding of the learners' needs, goals and desires which they bring into the learning environment (Lamb, 2017). In line with this need, they need to attach a pivotal role in effort expenditure. To illustrate, they could operationalize *Effort* by referring to paying attention to the lessons, themselves or the tasks, by recommending the students to try to surpass their previous scores or their peers, or; alternatively, they could revise the materials and participation in class as proposed by Peacock (2009). However, while highlighting the importance of effort, they need to refer to the other causal attributions as well. To illustrate, if a student studies hard but finds himself/herself not talented in language, substantiating *Effort* would not be enough to have adaptive attributional style in full terms. Such a student might hold a fixed mindset and they need to be encouraged

to move from their block to strive for their future achievements. Tollefson (2000) underscores this point by stipulating that *Effort* needs to be integrated with some other motivational premises such as Goal Orientation. Students could set SMART goals (please refer to chapter 3 for the details) and then they can put them into practice by the fuel to study.

Teachers could also provide an example with their actions, could ensure a relaxing atmosphere in the classroom, consider the level and adapt the materials accordingly, promote learners' confidence and orient them to their personalized goals (Dörnyei, 2001). Williams and Burden (1997) add that teachers could explain the rationale behind the activities, involve students into the decision-making process and give them the belief of sense of agency over their learning process. As Williams et al (2015) maintain and the results on the first and the second research questions show, belief systems or motivational roots could also trace back to the cultural bonds since all the stakeholders in the learning process are inevitably affected by cultural factors while they live in the society. Therefore, teachers as cultural mediators in learning contexts, need to take this account in their teaching and guidance.

Most of the motivational theories build upon the idea that learners need to feel that they learn the language for their own goals, they feel self-determined and autonomous, efficacious, they try to attain their ideal L2 self or their own goal as indicated by Lamb (2017). Considering these concepts, assigning some roles to the teacher could also be questioned. Ideally, raising consciousness about motivating learners or sharing some practical ideas as illustrated in Hadfield and Dörnyei (2013), teachers might be supported to lead the classes or sessions, but the bottom line here is that learners need to take responsibility more and become more autonomous after some time to be able to promote higher level of control as indicated in the findings on causal dimensions after the intervention. As used in AR sessions in the present study, students were given some reflections tasks that they could think and put into practice in their lives based on their own will.

This study included vision training as a part of the AR protocol. Even holding two sessions seem to have triggered ideal L2 self levels, which might imply that long term implementations would yield more fruitful results in the sense that learners could make more effort to minimize the difference between their

actual and the imagined levels of English. To achieve this further, researchers or teachers could add more scenarios to typical ones such as university life, work life or another country as found useful in this study. Students might create their own scripts and imagine and reflect upon it. Alternatively, some class activities in an attempt to improve language skills such as having them watch a film could be turned into motivational or attributional activities. Students could watch a video which includes different contexts where English is used and they could imagine the rest of the story or adapt it to their lives.

Another course of action that educators can take would be to use the scale of this study, called LACAS. LACAS can be used in different contexts with some confidence as it meets the necessary criteria that was revealed and presented in this dissertation. The scale offers a feasible and practical way to analyze how language learners perceive the reasons for their academic performance. The schools or scholars could make use of this instrument to identify the learners' motivational needs and problems so that they can make experimental endeavors as an action research or to rehabilitate their maladaptive attributions or turn their fixed mindsets into growth mindset.

All in all, this study shows the feasibility of implementing an AR and vision programs in a language context. Although some educators might question the difficulty of such programs in reality, even six sessions could have created some changes. This might be easily done in 14-16 weeks in a semester even with an hour in a week. Administrators, program developers, teachers could include such programs considering motivation accounts for 18-33 % of the student achievement (Masgoret & Gardner, 2003 as cited in Lamb, 2017).

Suggestions for Further Research

In further studies, a scale including more adaptive attributions in addition to *Effort* could be developed by validating it. This could help the researchers to be able to see the possible changes in terms of the healthy ascriptions much easily. Qualitative data could be varied for the experimental group by assigning them some reflection tasks outside the sessions.

Another suggestion would be focusing more on the link between the causal dimensions and the future self-guides to be able to see the possible relationship between adaptive attributional style and personal control as well as instability.

Yet another recommendation could design a longitudinal study in which participants could be looked into case- by- case in a process.

Still another way to explore attributions further could be to throw light onto the potential relationship between causal attributions as a part of belief system and learners' personality. Last but not least, AR sessions could encapsulate more components where student engagement is more and active participation of student experiences rather than videos more.

Conclusion

To begin with, the AR protocol applied in the present study seems to alter causal dimensions as theoretically proposed. This confirms the effectiveness of the model in terms of students' holding more sense of agency, control and instability of the reasons. This finding provides promising results of the conversion of the theory into the practice. It was found and observed that students could be encouraged to have more healthy and adaptive attributional style if provided more motivational support by hands-on activities. As Williams et al (2015) state in their book, this support needs to go beyond the "know about" (p.68) and has to embody a way of "know how" (p.68), which means raising awareness of causal attributions in a language learning environment could be put into practice.

In line with the favorable changes in causal dimensions, the experimental group students' linking their poor performance to lack of *Effort* both in quantitative and the qualitative results and the lack of *Strategy* and *Study Skills* as found in qualitative analyses also substantiates the positive role of AR sessions on students' belief systems. Although belief systems are change-resistant, this study reveals the feasibility as well as the practicality of the AR programs in contrast to what the educators believed in the past. The past studies made use of AR programs in artificial or isolated environments as laboratories, so teachers might have refrained from using these as the effects of them were questionable on their parts. Language learning field has few studies (Semiz, 2011; Höl, 2016) on AR effects on the learners in action, and this study also adds up to the advantages of

such programs or interventions especially for motivationally-at risk students (Haynes et al., 2009; Perry et al., 2009).

The relationship between ideal L2 self as an indicator of motivation for the future and the attributions based on the past experiences were presented in this study, and this research has opened a gate into surveying their causal relationship between these two theories into motivation. Also, in this study, vision training abridged with AR sessions, as indicated in the findings, seem to help students to have much clearer and vivid future images for their future goals related to English. In view of the increase in ideal L2 self could provide an impetus to take action from the students' perspective and they might invest in their future goals so that they could reduce the discrepancy between the reality and the imagined situation. The stipulation of the future self might alleviate their stress and light up their positive emotions, which might also contributes to the possible negative feelings which are in neatly tight with the past experiences.

The proposed model for the AR sessions for language classes appear to have upsides; on the other hand, it might be improved by incorporating more hands-on activities for the students or having some reflection tasks outside the class. Even with six sessions, certain positive effects could also be observed on the students; hence, educators might exploit such a program integrated into the curriculum and have long term positive effects in different language learning contexts.

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APPENDICES

APPENDIX-A: Informed Consent Form

GÖNÜLLÜ KATILIM FORMU

Bu çalışma, Hacettepe Üniversitesi öğretim üyesi Doç. Dr. İsmail Hakkı Erten ve Hacettepe Üniversitesi İngiliz Dili Öğretimi bölümünde doktora yapmakta olan Sibel Çağatay tarafından yürütülen, “The Effectiveness of Attribution Retraining on Language Learners’ Attributions, Future Self Guides, Motivated Behaviour and Effort”(Başarı Yükleme Eğitiminin Dil Öğrenenlerin Yükleme Algıları, Gelecek Benlikleri, Motive Çaba Ve Davranışları Üzerine Etkisi) başlıklı tez çalışmasının bir parçasıdır. Bu çalışmanın amacı öğrencilerin başarı yüklemeleri ile gelecek benlik algıları ve motive davranışları ve gelecek başarıları arasında bir ilişki olup olmadığını; var ise nasıl bir etkileşim olduğunu ortaya çıkarmaktır. Ayrıca araştırmacı tarafından önerilen yükleme eğitimi modelinin başarı yüklemeleri, benlik algısı ve motive davranış üzerine ne gibi etkisi olduğunu deneysel bir biçimde ortaya çıkarmaktadır. Araştırma amaçlarına ulaşmak için sizden bu çalışmaya gönüllülük esasına dayalı olarak katılmanız rica edilmektedir. Ayrıca çalışma için Hacettepe Üniversitesi Etik Komisyonu’ndan gerekli izin alınmıştır. Çalışma süresince herhangi bir nedenden ötürü rahatsızlık hisseden katılımcılara her türlü yardım ve destek sağlanacaktır ve dileyen her katılımcı çalışmaya katılmaktan dilediği zamanda vazgeçip katılımı bırakma hakkına sahiptir. Bu durum katılımcıya hiç bir sorumluluk getirmeyecektir.

Dağıtılacak olan anketlerde size daha sonra verilecek olan başarı ve motivasyon eğitimine katılmak isterseniz anketlerin en sonunda yer alan kısımda iletişim bilgilerinizi yazabilirsiniz. Bu bilgiler sizinle daha rahat iletişime geçebilmek için kullanılacaktır, kesinlikle başka kişilerle paylaşılmayacaktır.

Çalışmaya katılım tamamıyla gönüllülük esasına dayanmaktadır. Ankete verdiğiniz cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayınlarda kullanılacaktır. Ankete vereceğiniz cevaplar ders notlarınızı hiç bir şekilde etkilemeyecektir. Çalışmanın veri toplama aşamasının her hangi bir aşamasında ve sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için ODTÜ YDYO Öğretim Görevlisi ve Hacettepe Üniversitesi İngiliz Dili Öğretimi Bölümü doktora öğrencisi Sibel Çağatay ile osibel@metu.edu.tr adresinden ve ya 0505 xxx xxxx nolu telefon

APPENDIX -B: Causal Dimension Scale II – Turkish Version

1. Bölüm: Kişisel Bilgiler

1. İsim: 2. Cinsiyetiniz : Kadın ☐ Erkek ☐
3. Sınıf kodunuz : (örneğin BEG B11)
4. Bölümünüz: 5. Kaç yıldır İngilizce öğreniyorsunuz:.....
6. İlköğretim Okul türü: Özel Okul ☐ Devlet Okulu ☐
7. Lise Okul türü : : Özel Okul ☐ Devlet Okulu ☐

2. Bölüm:Nedensel Boyutlar Ölçeği

1. En son girdiğiniz **Midterm 1 (Vize)** sonucunu yazınız:.....
2. **Aldığınız bu nota dayanarak** aşağıdaki kutuda **10 üzerinden** kendinizi değerlendiriniz.İlgili rakamı yuvarlak içine alınız.

Çok başarısız	1	2	3	4	5	6	7	8	9	10	Çokbaşarılı
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Aşağıdaki maddeler performansınızın neden veya nedenleri hakkındaki izlenimleriniz ve düşünceleriniz ile ilgilidir. İki uçtaki ifadeleri düşünerek hangi tarafa yakın olduğunuza göre (1 den 9 a kadar) yalnız bir rakamı işaretleyiniz.

Benim yukarıdaki ölçüde (1-10 arası) başarılı veya başarısız olmam:

		9	8	7	6	5	4	3	2	1	
1	Benim bir özelliğimi yansıtır (çaba, yetenek... vb.)	9	8	7	6	5	4	3	2	1	Benim dışındaki koşulların bir özelliğini yansıtır. (şans, sınav zorluğu... vb.)
2	Benim elimdedir.	9	8	7	6	5	4	3	2	1	Benim elimde değildir.
3	Kalıcıdır.	9	8	7	6	5	4	3	2	1	Geçicidir.
4	Benim tarafımdan düzenlenebilir.	9	8	7	6	5	4	3	2	1	Benim tarafımdan düzenlenemez.
5	Üzerinde başkalarının kontrolü(aile, arkadaşlar, hocalar... vb.) vardır.	9	8	7	6	5	4	3	2	1	Üzerinde başkalarının kontrolü yoktur.
6	Benden kaynaklanmaktadır.	9	8	7	6	5	4	3	2	1	Benim dışındaki sebeplerden kaynaklanmaktadır.
7	Zamanla değişmez.	9	8	7	6	5	4	3	2	1	Zamanla değişir.
8	Başkalarının denetimindedir.	9	8	7	6	5	4	3	2	1	Başkalarının denetiminde değildir.
9	Kendimle ilgilidir.	9	8	7	6	5	4	3	2	1	Başkalarıyla ilgilidir.
10	Benim denetimim altındadır.	9	8	7	6	5	4	3	2	1	Benim denetimim altında değildir.
11	Değiştirilemez.	9	8	7	6	5	4	3	2	1	Değiştirilebilir.
12	Diğer insanlar tarafından düzenlenebilir.	9	8	7	6	5	4	3	2	1	Diğer insanlar tarafından düzenlenemez.

**APPENDIX-C: Language Achievement Attribution Scale (LACAS) First
Version-Pilot Study-Turkish**

3.Bölüm: Sınav Performansı Sebepleri

Sınav Performansı Sebepleri: Aşağıdaki “Son midterm/vize sınavından bu skoru aldım, ÇÜNKÜ...”ifadesini tamamlayacak şekilde kendinize uygun numarayı seçiniz. 1: Kesinlikle Katılmıyorum; 2: Katılmıyorum; 3: Emin Değilim; 4: Katılıyorum; 5: Kesinlikle Katılıyorum

<u>Son midterm/vize sınavından bu skoru aldım, ÇÜNKÜ...</u>		Kesinlikle katılmıyorum	Katılmıyorum	Emin değilim	Katılıyorum	Kesinlikle katılıyorum
1	Çünkü bu sınav için iyi hazırlanmadım.	1	2	3	4	5
2	Çünkü İngilizce öğrenmek ilgimi çekiyor.	1	2	3	4	5
3	Çünkü İngilizceye karşı yeteneksizim.	1	2	3	4	5
4	Çünkü sorular zordu .	1	2	3	4	5
5	Çünkü derslerdeki sınıf ortamı öğrenmeme yardımcı oldu.	1	2	3	4	5
6	Çünkü hocamın not verme yöntemi adil değildi.	1	2	3	4	5
7	Çünkü İngilizce öğrenmeme yardımcı olacak doğru yöntemler kullandım.	1	2	3	4	5
8	Çünkü sınav esnasında sağlık sorunlarım vardı.	1	2	3	4	5
9	Çünkü ailem İngilizce öğrenmem için yeterince imkân sağlamadı.	1	2	3	4	5
10	Çünkü İngilizce öğrenmek için yeterince gayret gösterdim.	1	2	3	4	5
11	Çünkü sınavda şanssızdım.	1	2	3	4	5
12	Çünkü hocamın öğretim yöntemleri iyiydi.	1	2	3	4	5
13	Çünkü İngilizce öğrenmeye kabiliyetliyim.	1	2	3	4	5
14	Çünkü İngilizce dersine çok çalışmadım.	1	2	3	4	5
15	Çünkü sınav gününde ruh halim iyi değildi.	1	2	3	4	5
16	Çünkü sınavdaki sorular kolaydı.	1	2	3	4	5
17	Çünkü sınıf ortamımız İngilizce öğrenmeye uygun değildi.	1	2	3	4	5
18	Çünkü İngilizce öğrenmemi kolaylaştıracak yolları bilmiyordum.	1	2	3	4	5
19	Çünkü bu sınav için yeterince gayret göstermedim.	1	2	3	4	5
20	Çünkü İngilizce öğrenmekten hoşlanmıyorum.	1	2	3	4	5
21	Çünkü sanırım dile kulağım var.	1	2	3	4	5
22	Çünkü bence İngilizce zor bir dil.	1	2	3	4	5
23	Çünkü İngilizce derslerinde öğrenmeye yardımcı sınıf atmosferi yoktu	1	2	3	4	5
24	Çünkü hocamı seviyorum.	1	2	3	4	5

25	Çünkü İngilizce öğrenmeme yardımcı olacak doğru yöntemler kullanmadım.	1	2	3	4	5
26	Çünkü okul sistemi İngilizce öğrenmeme destek oldu.	1	2	3	4	5
27	Çünkü sınav günü fiziksel olarak kendimi iyi hissetmiyordum.(midem bulanıyordu, karnım ağrıyordu vb.).	1	2	3	4	5
28	Çünkü ailem İngilizce öğrenmem için destek oldu.	1	2	3	4	5
29	Çünkü dönem boyunca sıkı çalıştım.	1	2	3	4	5
30	Çünkü sınavda şanslıydım.	1	2	3	4	5
31	Çünkü sınav esnasında keyfim yoktu.	1	2	3	4	5
32	Çünkü bu sınav için çok çalıştım.	1	2	3	4	5
33	Çünkü ders konuları ilgimi çekmiyor.	1	2	3	4	5
34	Çünkü dil öğrenmeye yatkınım.	1	2	3	4	5
35	Çünkü bu ders bana zor geliyor.	1	2	3	4	5
36	Çünkü İngilizce derslerinde canım sıkılıyor.	1	2	3	4	5
37	Çünkü dil öğrenmede beceriksizim.	1	2	3	4	5
38	Çünkü okuldaki sınav sistemi İngilizce öğrenmemi desteklemiyor.	1	2	3	4	5
39	Çünkü hocamız dersi iyi anlatıyor.	1	2	3	4	5
40	Çünkü İngilizce derslerine hazırlıksız geldim.	1	2	3	4	5
41	Çünkü doğru çalışma yöntemleri kullandım.	1	2	3	4	5
42	Çünkü sınav günü rahatsızlandım.	1	2	3	4	5
43	Çünkü ailem dersler konusunda baskı yapıyor.	1	2	3	4	5
44	Çünkü hocam benimle yeterince ilgilenmiyor. (söz hakkı tanımıyor, derslerde yardım etmiyor, yol gösterici olmuyor vb.)	1	2	3	4	5
45	Çünkü sınavda sorular, çalışmadığım konulardan çıktı.	1	2	3	4	5
46	Çünkü sınav günü tam havamdaydım/modumdaydım.	1	2	3	4	5
47	Çünkü sınava çalışma stratejilerini biliyordum.	1	2	3	4	5
48	Çünkü tamamen talihsizlik.	1	2	3	4	5
49	Çünkü İngilizce konusunda ailemin desteğini hissettim.	1	2	3	4	5
50	Çünkü ODTÜ hazırlıktaki eğitim sistemi İngilizce öğrenmeme yardımcı olmadı.	1	2	3	4	5
51	Çünkü sınavdaki sorular yapılabilir seviyedeydi.	1	2	3	4	5
52	Çünkü okuldaki takip edilen müfredat/program iyi.	1	2	3	4	5

DUYURU: Eğer Mayıs ayında haftada 1 saatlik olmak üzere toplamda 4 haftalık bir motivasyon eğitimine katılmak isterseniz lütfen size ulaşabileceğim bir telefon ve email adresi bırakınız..İlginiz için teşekkürler.

Emailiniz:..... Telefon numaranız:

Sibel Çağatay

ODTÜ YDYO Öğretim Görevlisi

Email:osibel@metu.edu.tr

APPENDIX –D: LACAS Latest Version-Turkish

3.Bölüm: Sınav Performansı Sebepleri

Aşağıdaki ifadeyi tamamlayacak şekilde kendinize uygun rakamı seçiniz.1: Kesinlikle Katılmıyorum; 2: Katılmıyorum; 3: Emin Değilim; 4: Katılıyorum; 5: Kesinlikle Katılıyorum

	Son midterm/vize sınavından bu notu aldım, ÇÜNKÜ...	Kesinlikle Katılmıyorum	Katılmıyorum	Emin değilim	Katılıyorum	Kesinlikle katılıyorum
1	Çünkü bu sınav için iyi hazırlanmadım.	1	2	3	4	5
2	Çünkü İngilizceye karşı yeteneksizim.	1	2	3	4	5
3	Çünkü sorular zordu.	1	2	3	4	5
4	Çünkü sınav esnasında sağlık sorunlarım vardı.	1	2	3	4	5
5	Çünkü sınavda şanssızdım.	1	2	3	4	5
6	Çünkü hocamın öğretim yöntemleri iyiydi.	1	2	3	4	5
7	Çünkü İngilizce öğrenmeye kabiliyetliyim.	1	2	3	4	5
8	Çünkü İngilizce dersine çok çalışmadım.	1	2	3	4	5
9	Çünkü ODTÜ hazırlıktaki eğitim sistemi İngilizce öğrenmeye yardımcı olmadı.	1	2	3	4	5
10	Çünkü sınıf ortamımız İngilizce öğrenmeye uygun değildi.	1	2	3	4	5
11	Çünkü bu sınav için yeterince gayret göstermedim.	1	2	3	4	5
12	Çünkü ailem İngilizce öğrenmem için destek oldu.	1	2	3	4	5
13	Çünkü sanırım dile kulağım var.	1	2	3	4	5
14	Çünkü hocamı seviyorum.	1	2	3	4	5
15	Çünkü okul sistemi İngilizce öğrenmeye destek oldu.	1	2	3	4	5
16	Çünkü sınav günü fiziksel olarak kendimi iyi hissetmiyordum(midem bulanıyordu, karnım ağrıyordu vb).	1	2	3	4	5
17	Çünkü İngilizce derslerinde öğrenmeye yardımcı sınıf atmosferi yoktu.	1	2	3	4	5
18	Çünkü dönem boyunca sıkı çalıştım.	1	2	3	4	5
19	Çünkü sınavdaki sorular kolaydı.	1	2	3	4	5
20	Çünkü dil öğrenmeye yatkınım.	1	2	3	4	5
21	Çünkü okuldaki sınav sistemi İngilizce öğrenmemi desteklemiyor.	1	2	3	4	5
22	Çünkü hocamız dersi iyi anlatıyor.	1	2	3	4	5
23	Çünkü sınav günü rahatsızlandım.	1	2	3	4	5
24	Çünkü tamamen talihsizlik.	1	2	3	4	5
25	Çünkü İngilizce konusunda ailemin desteğini hissettim.	1	2	3	4	5
26	Çünkü bu sınav için çok çalıştım.	1	2	3	4	5
27	Çünkü sınavdaki sorular yapılabilir seviyedeydi.	1	2	3	4	5
28	Çünkü hocam benimle yeterince ilgilenmiyor (söz hakkı tanımıyor, derslerde yardım etmiyor, yol gösterici olmuyor vb.)	1	2	3	4	5
29	Çünkü okuldaki takip edilen müfredat/program iyi.	1	2	3	4	5

Ekleme*k* istediėiniz bařka sebepler var ise lütfen yazınız.



APPENDIX-E: Future Self-Guides and Motivated Behaviour And Effort Scales –Turkish Version

4.Bölüm: Gelecek Benlikleri ve Motive Davranış Ölçekleri

Bu kısmın amacı katılımcıların yabancı dil benliklerini ve yabancı dil öğrenme motivasyonlarını belirlemektir. Ölçekte yer alan ifadeleri ne ölçüde karşıladığınızı **1 ile 5 arasındaki rakamlardan birini daire içine alarak belirtiniz.**

1-Hiçbir zaman 2- Nadiren 3-Bazen 4- Sık sık 5- Her zaman

		Hiçbir Zaman	Nadiren	Bazen	Sık sık	Her Zaman
1	Kendimi yurtdışında yaşarken ve İngilizce konuşurken hayal edebiliyorum.	1	2	3	4	5
2	Kendimi yurtdışında yaşarken ve oradakilerle iletişim kurmak için etkili bir şekilde İngilizce konuşurken hayal edebiliyorum.	1	2	3	4	5
3	Yabancılarla İngilizce konuştuğum bir durum hayal edebiliyorum.	1	2	3	4	5
4	Kendimi uluslararası arkadaşlarımla/meslektaşlarımla İngilizce konuşurken hayal edebiliyorum.	1	2	3	4	5
5	Kendimi İngilizce konuşabilen birisi olarak hayal ederim.	1	2	3	4	5
6	Kendimi ana dili İngilizce olan biriymişim gibi İngilizce konuşurken hayal edebiliyorum.	1	2	3	4	5
7	Ne zaman gelecekteki kariyerimi düşünsem, kendimi İngilizce kullanırken hayal ederim.	1	2	3	4	5
8	Gelecekte yapmak istediğim şeyler İngilizceyi kullanmamı gerektiriyor.	1	2	3	4	5
9	Kendimi bütün derslerin İngilizce olarak öğretildiği bir okulda/üniversitede okurken hayal edebiliyorum.	1	2	3	4	5
10	Kendimi İngilizce e-mailleri akıcı bir şekilde yazarken hayal edebiliyorum.	1	2	3	4	5
11	İngilizce öğreniyorum çünkü yakın arkadaşlarım bunun önemli olduğunu düşünüyorlar.	1	2	3	4	5
12	İngilizce öğrenmek zorundayım, çünkü eğer öğrenmezsem, ailemin benimle ilgili hayal kırıklığına uğrayacağını düşünüyorum.	1	2	3	4	5
13	İngilizce öğrenmek gerekli, çünkü etrafımdaki insanlar bunu yapmamı bekliyorlar.	1	2	3	4	5
14	Ailem eğitilmiş bir insan olmak için İngilizce öğrenmek zorunda olduğuma inanıyorlar.	1	2	3	4	5
15	İngilizce öğrenmeyi önemli buluyorum, çünkü saygı duyduğum insanlar bunu yapmam gerektiğini düşünüyorlar.	1	2	3	4	5
16	İngilizce öğrenmek akranlarımla/öğretmenlerimin/ailemin/ patronumun onayını kazanmam açısından benim için önemlidir.	1	2	3	4	5
17	Eğer İngilizceyi öğrenmezsem, bu hayatımda olumsuz bir etki yaratacak.	1	2	3	4	5
18	İngilizce öğrenmek benim için önemlidir çünkü eğitilmiş bir kişinin İngilizce konuşabilmesi beklenir.	1	2	3	4	5
19	İngilizce öğrenmek benim için önemlidir çünkü İngilizce bilgim olursa diğer insanlar bana daha çok saygı duyacaklar.	1	2	3	4	5
20	Eğer İngilizce öğrenmeyi başaramazsam insanları hayal kırıklığına uğrattığım olacağım.	1	2	3	4	5
21	Eğer öğretmenim birisinin ekstrasından İngilizce bir ödevi yapmasını istese, kesinlikle gönüllü olurum.	1	2	3	4	5

22	Eğer gelecekte bir İngilizce dersi verilirse, almak isterim.	1	2	3	4	5
23	Sık sık İngilizce dersinde neler öğrendiğimiz üzerine düşünürüm.	1	2	3	4	5
24	İngilizce öğrenmek için çok çaba harcamaya hazırım.	1	2	3	4	5
25	Eğer okullarda İngilizce öğretilmiyorsa, başka bir yerden İngilizce dersi almaya çalışırdım.	1	2	3	4	5
26	İngilizce ödevi söz konusu olunca, dikkatlice çalışır ve her şeyi anladığımdan emin olurum.	1	2	3	4	5
27	İngilizce öğrenmek için çok güçlü bir istek duyuyorum.	1	2	3	4	5
28	İngilizceye nasıl çalıştığımı göz önünde bulundurursak, dürüstçe söyleyebilirim ki İngilizce öğrenmeye gerçekten çabalıyorum.	1	2	3	4	5
29	İngilizce öğrenmek hayatımın en önemli yönlerinden biridir.	1	2	3	4	5
30	İngilizce ödevimi aldıktan sonra, hatalarımı düzelterek her zaman yeniden yazarım.	1	2	3	4	5
31	Kendimi İngilizce öğrenmeye sevk etme konusunda kararlıyım.	1	2	3	4	5
32	İngilizce dersinde soruları cevaplamak için mümkün olduğunca gönüllü olurum.	1	2	3	4	5
33	Eğer İngilizce konuşulan TV kanallarına erişimim olsaydı, onları sık sık izlemeye çalışırdım.	1	2	3	4	5
34	İngilizce öğrenmek için sıkı çalışma konusunda istekliyim.	1	2	3	4	5
35	Radyoda İngilizce bir şarkı duyduğumda, dikkatli bir şekilde dinler ve bütün kelimeleri anlamaya çalışırım.	1	2	3	4	5
36	İngilizce öğrenmek benim için çok önemlidir.	1	2	3	4	5
37	Eğer okul dışında İngilizce konuşma fırsatım olsa, bunu yapabildiğim kadar yapmaya çalışırdım.	1	2	3	4	5
38	İngilizce dersinde öğrendiğimiz konuyu anlamakta bir sorun yaşarsam, hemen öğretmenimden yardım isterim.	1	2	3	4	5

---Anket soruları burada bitmiştir. Katılımınız için teşekkür ederim ☺---

Sibel Çağatay-

ODTÜ –YDYO –

Temel İngilizce Bölümü

Öğretim Görevlisi

E-posta: osibel@metu.edu.tr

DUYURU:

Aralık 2016- Ocak 2017 tarihlerinde haftada 1 saatlik olmak üzere toplamda 6 haftalık(yani toplamda 6 saatlik) “motivasyon /çalışma yöntemleri seminerleri” düzenlenecektir. Eğer katılmak isterseniz lütfen size ulaşabileceğim bir telefon ve e-mail adresi bırakınız.İlginiz için teşekkürler.

E-postanız (en sık kullanılan):

APPENDIX-F: Causal Dimension Scale II –English Version

Part 1 : Background Information:

2. **Name:** 2. **Gender :** Female ☐ Male ☐
3. **Class Code :** (e.g. BEG B11) 4. **Your department:**
5. **How long have you been learning English:**.....
6. **Primary School Type:** Private School ☐ State School ☐
7. **High School:** Private School ☐ State School ☐

Part 2:Causal Dimension Scale II

1. Please write your latest exam score **Midterm 1**:.....
2. **Based on this score, how would you rate your success on a scale from 1 to 10. Please circle the number.**

Unsuccessful												Successful
	1	2	3	4	5	6	7	8	9	10		

The following items are about your impression or ideas on the dimensions of your performance. Please circle a number for each statement. Considering both sides of a 9 point scale, please decide on the number depending on which side your idea belongs to.

Depending on the scale above, your performance (is)/(something that)												
1	reflects an aspect of yourself (effort, ability...etc.)	9	8	7	6	5	4	3	2	1	reflects an aspect of the situation luck, task difficulty etc..)	
2	Manageable by you	9	8	7	6	5	4	3	2	1	not manageable by you	
3	Permanent	9	8	7	6	5	4	3	2	1	temporary	
4	You can regulate	9	8	7	6	5	4	3	2	1	you cannot regulate	
5	Over which others have control (family, friends, teachers...)	9	8	7	6	5	4	3	2	1	over which others have no control	
6	Onside of you	9	8	7	6	5	4	3	2	1	outside of you	
7	Stable over time	9	8	7	6	5	4	3	2	1	Variable over time	
8	Under the power of other people	9	8	7	6	5	4	3	2	1	not under the power of other people	
9	Something about you	9	8	7	6	5	4	3	2	1	something about others	
10	Over which you have power	9	8	7	6	5	4	3	2	1	Over which you have no power	
11	Unchangeable	9	8	7	6	5	4	3	2	1	changeable	
12	Other people can regulate	9	8	7	6	5	4	3	2	1	other people cannot regulate	

APPENDIX G- Language Achievement And Attribution Scale –Latest Version- English

Part 3. Causes of Test Performance

Please mark the number which best fits into the statement “ I received this score from the latest midterm exam, because...”.

1. Totally disagree; 2. Disagree; 3. Not Sure; 4. Agree; 5. Totally Agree.

	<i>I received this score from the latest midterm exam, BECAUSE...</i>	<i>Totally disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Totally Agree</i>
1	<i>Because I did not get prepared enough for this exam.</i>	1	2	3	4	5
2	<i>Because I have no ability to learn English.</i>	1	2	3	4	5
3	<i>Because the exam questions were difficult.</i>	1	2	3	4	5
4	<i>Because I had some health problems during the exam.</i>	1	2	3	4	5
5	<i>Because I was unlucky in the exam.</i>	1	2	3	4	5
6	<i>Because my teachers' teaching methods were good.</i>	1	2	3	4	5
7	<i>Because I have an ability to learn English.</i>	1	2	3	4	5
8	<i>Because I did not study for the English class.</i>	1	2	3	4	5
9	<i>Because the educational system at METU did not help me to learn English.</i>	1	2	3	4	5
10	<i>Because my classroom atmosphere was not suitable for my learning.</i>	1	2	3	4	5
11	<i>Because I did not put a lot effort into this exam.</i>	1	2	3	4	5
12	<i>Because my family supported me to learn English.</i>	1	2	3	4	5
13	<i>Because I think I have an ear for learning English.</i>	1	2	3	4	5
14	<i>Because I like my teacher.</i>	1	2	3	4	5
15	<i>Because school system helped me to learn English.</i>	1	2	3	4	5
16	<i>Because I did not feel good on the day of the exam(e.g. I felt nausea, had stomachache...)</i>	1	2	3	4	5
17	<i>Because in English classes, there was not any atmosphere that facilitates learning English.</i>	1	2	3	4	5
18	<i>Because I studied hard during the semester.</i>	1	2	3	4	5
19	<i>Because the exam questions were easy.</i>	1	2	3	4	5
20	<i>Because I am talented to learn a foreign language.</i>	1	2	3	4	5
21	<i>Because the testing system does not support my English learning.</i>	1	2	3	4	5
22	<i>Because my teacher teaches well.</i>	1	2	3	4	5
23	<i>Because I fell sick on the exam date.</i>	1	2	3	4	5
24	<i>Because it was all tough luck.</i>	1	2	3	4	5
25	<i>Because I felt the support of my family for English learning.</i>	1	2	3	4	5
26	<i>Because I studied for this exam really hard.</i>	1	2	3	4	5
27	<i>Because the exam questions were quite manageable.</i>	1	2	3	4	5
28	<i>Because my teacher do not care about me (do not give me the right to speak, do not help me in the lessons, do not guide me...etc.)</i>	1	2	3	4	5
29	<i>Because the curriculum /program that is followed in the school is good.</i>	1	2	3	4	5

Please add if you have other causes for your exam score:

.....

.....

.....

.....



APPENDIX H-Future Self-Guides and Motivated Behaviour And Effort Scale- English Version

Part 4. Future Self-Guides Scales

The aim of this study is to determine the participants' future self guides and their motivational level. Please mark and circle the number from 1 to 5 which fits into your case.

1-Never 2- Rarely 3-Sometimes 4- Often 5- Always

		Never	Rarely	Sometimes	Often	Always
1	I can imagine myself living abroad and having a discussion in English.	1	2	3	4	5
2	I can imagine myself living abroad and using English effectively for communicating with the locals.	1	2	3	4	5
3	I can imagine a situation where I am speaking English with foreigners.	1	2	3	4	5
4	I can imagine myself speaking English with international friends or colleagues.	1	2	3	4	5
5	I imagine myself as someone who is able to speak English.	1	2	3	4	5
6	I can imagine myself speaking English as if I were a native speaker of English.	1	2	3	4	5
7	Whenever I think of my future career, I imagine myself using English.	1	2	3	4	5
8	The things I want to do in the future require me to use English.	1	2	3	4	5
9	I can imagine myself studying in a university where all my courses are taught in English.	1	2	3	4	5
10	I can imagine myself writing English e-mails fluently.	1	2	3	4	5
11	I study English because close friends of mine think it is important.	1	2	3	4	5
12	I have to study English, because, if I do not study it, I think my parents will be disappointed with me.	1	2	3	4	5
13	Learning English is necessary because people surrounding me expect me to do so.	1	2	3	4	5
14	My parents believe that I must study English to be an educated person.	1	2	3	4	5
15	I consider learning English important because the people I respect think that I should do it.	1	2	3	4	5
16	Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.	1	2	3	4	5
17	It will have a negative impact on my life if I don't learn English.	1	2	3	4	5
18	Studying English is important to me because an educated person is supposed to be able to speak English.	1	2	3	4	5
19	Studying English is important to me because other people will respect me more if I have some knowledge of English.	1	2	3	4	5
20	If I fail to learn English, I'll be letting other people down.	1	2	3	4	5
21	If my teacher wanted someone to do an extra English assignment, I would certainly volunteer.	1	2	3	4	5
22	If an English course was offered in the future, I would like to take it.	1	2	3	4	5
23	I frequently think over what we have learnt in my English class.	1	2	3	4	5
24	I am prepared to expend a lot of effort in learning English.	1	2	3	4	5

25	If English were not taught in school, I would try to obtain lessons in English somewhere else.	1	2	3	4	5
26	When it comes to English homework, I would work carefully, making sure I understand everything.	1	2	3	4	5
27	I have a very strong desire to learn English.	1	2	3	4	5
28	Considering how I study English, I can honestly say that I really try to learn English.	1	2	3	4	5
29	Learning English is one of the most important aspects in my life.	1	2	3	4	5
30	After I get my English assignment, I always rewrite them, correcting my mistakes.	1	2	3	4	5
31	I am determined to push myself to learn English.	1	2	3	4	5
32	When I am in English class, I volunteer answers as much as possible.	1	2	3	4	5
33	If I could have access to English-speaking TV stations, I would try to watch them often.	1	2	3	4	5
34	I am willing to work hard at learning English.	1	2	3	4	5
35	When I hear an English song on the radio, I listen carefully and try to understand all the words.	1	2	3	4	5
36	It is very important for me to learn English.	1	2	3	4	5
37	If I had the opportunity to speak English outside of school, I would do it as much as I can.	1	2	3	4	5
38	When I have a problem understanding something we are learning in English class, I immediately ask the teacher for help.	1	2	3	4	5

---This is the end of the questions. Thank you for your participation ☺---

Sibel Çağatay-
ODTÜ –SFL Department of Basic English
Lecturer e-mail: osibel@metu.edu.tr

ANNOUNCEMENT:

From December,2016 to January, 2017 there will be 6 hour (6 hours in total) workshop sessions about **“Motivation & Study Skills”**, if you want to join, please write your current e-mail and the phone number to contact you. Thank you for your cooperation.

Your e-mail (current one): Phone:

APPENDIX I: Open-Ended Questions

ADINIZ SOYADINIZ nedir?.....

1. Kendinizi İngilizce öğrenme konusunda ne kadar başarılı buluyorsunuz?

.....

.....

.....

.....

- Bu cevabı neye dayanarak verdiniz?

➤ Sınav sonucu, başkalarının geri dönütü, başarı hissi, kendini başkalarıyla karşılaştırma, kişisel hedefler, diğer faktörler?

.....

.....

.....

.....

2. Midterm1 üzerine ne düşünüyorsunuz?Kendinizi bu sınavda başarılı görüyor musunuz?

.....

.....

.....

.....

3. Sizce bu başarının / başarısızlığın nedenleri (çaba, yetenek, şans vs.) neler olabilir?

➤ (Örneğin) yeterince çalışmamak / çaba göstermemek

.....

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4. Sizce bu sebepler sizden mi yoksa dış etkenlerden mi kaynaklanıyor? Açıklar mısınız?

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5. Sizce bu sebepler kalıcı mı? Açıklar mısınız?

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6. Sizce bu sebepler sizin kontrolünüzde mi? Açıklar mısınız?

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.....

7. Yukarıda bahsettiğiniz nedenin kaynağı nedir (önceki eğitim yaşantıları, gözlem, hoca dönütü, kişisel algı vb.)? Açıklar mısınız.

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8. İngilizce öğrenirken daha başarılı olma imkanınız var mı sizce?

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9. Evet ise nasıl?Siz bunları denediniz mi?Hayır ise neden?

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10. Yukarıda bahsettiğiniz nedenler sizi ne yönde etkilemektedir?(örneğin)YETENEK

- Ne yönde etkiliyor?
 - Motivasyon
 - Çaba
 - Azim
 - Kişisel beklentiler
 - Kendine ve öğrenmeye yönelik inanç ve tutumlar
 - Başarı / başarısızlık / genel performans
 - Duygular (gurur, öz saygı, ümitsizlik, utanç, suçluluk, öfke.)
-
-
-
-
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-
-
-
-
-

11.Kendinizi İngilizce yi etkili kullanabilen(okurken, yazarken,dinlerken ve konuşurken) hiç hayal ediyor musunuz? Eğer böyle bir hayaliniz var ise, İngilizce' yi nerede nasıl kullanıyorsunuz? Bu hayalinizden bahseder misiniz?

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12.Bu hayalinizi gerçekleştirmek için birşeyler yapıyor musunuz?Evet ise, neler yapıyorsunuz?

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13.İngilizce’ yi zorunlu olduğunuz ya da sorumluluklarınızdan ötürü mü öğreniyorsunuz? (Örneğin iş bulma kaygısı, ODTÜ’de öğrenci olmak sebebiyle...)?Sorumluluklarınız hayallerinize yardımcı mı oluyor yoksa engel mi oluyor?

.....

.....

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.....

14. Siz başarılı olmak adına sınıf içinde neler yapıyorsunuz? Siz başarılı olmak adına sınıf dışında neler yapıyorsunuz?

.....

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.....

15. Bu dönem aldığınız iyi bir notu düşünün lütfen(Midtermi, Pop quiz, Speaking ...)
Bu notu almadaki sebepler neydi?

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.....

.....

.....

.....

16. Bu dönem aldığınız kötü bir notu düşünün (Midtermi, Pop quiz, Speaking ...) Bu notu almadaki sebepler neydi?

.....

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.....

17. Midterm 2 üzerine ne düşünüyorsunuz?Kendinizi bu sınavda başarılı görüyor musunuz?

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- *(Örneğin) yeterince çalışmamak / çaba göstermemek*

APPENDIX J: Reflection Questions for the Control Group

5. Hafta (9-13 Ocak)

Bu hafta kendimi İngilizce çalışma konusunda istekli hissediyorum çünkü.....

.....

.....

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.....

Bu hafta kendimi İngilizce çalışma konusunda istekli hissetmiyorum çünkü...

.....

.....

.....

İstekli hissetmiyorsanız bu durumu değiştirmek için bir şey yaptınız mı?

.....

.....

.....

Bu hafta İngilizce dersi için yeterince çaba harcadım/harcamadım çünkü...

.....

.....

.....

Bu hafta İngilizce' ye dair hedeflerim ve hayallerim şöyle:

.....

.....

.....

Bu haftaki pop-quizden şu notu aldım çünkü:

.....

.....

.....

.....

APPENDIX K- Causal Search Activation and Induction Handout

Vize notlarınızı düşünürseniz, bu notu almanızda önemli olan en önemli 3 faktörü yazınız.

Bu notu aldım çünkü...

1.....
.....
.....
.....

	EVET	HAYIR
Bu sebep kontrol edilebilir		
Bu sebep benim elimde		
Bu sebep değişebilir		
Busebep başkalarının elinde		

2.....
.....
.....
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.....

	EVET	HAYIR
Bu sebep kontrol edilebilir		
Bu sebep benim elimde		
Bu sebep değişebilir		
Busebep başkalarının elinde		

3.....
.....
.....
.....
.....

	EVET	HAYIR
Bu sebep kontrol edilebilir		
Bu sebep benim elimde		
Bu sebep değişebilir		
Bu sebep başkalarının elinde		

**YABANCI DİL ÖĞRENMEDE BAŞARISIZ OLDUĞUNUZU MU
DÜŞÜNÜYORSUNUZ?**

Ümitsizlik, kızgınlık, endişe mi yaşıyorsunuz?

Böyle
düşünmektense

- İngilizce çok zor bir dil.
- Bu işi tek başıma yapamayacağım.
- Bu iş hazırlık sınıfında olmayacak.
- Yabancı dil kaygım var
- ..
- ..
- ..
- ..
- ..
- ..

Bunları deneyin...

- ✓ Eğer gerekli zaman ve çaba harcarsa, herkes yabancı dil öğrenebilir. İşte nasıl başarılı olabileceğiniz konusunda bazı öneriler:
 - Hergün düzenli çalışın - Kendinize net hedefler koyun .
 - Öğrendiklerinizi aynı gün içinde tekrar edin.
 - Gerektiğinde yardım alın.
 - İngilizce'nin kolay unutulacağını düşünerek sık sık tekrar yapın.
- ✓ Belki de doğru öğrenme yöntemlerini bilmiyorum.
- ✓ Yardıma ihtiyacınız olduğunda, hiç çekinmeden ve beklemeden öğretmenlerinizden veya arkadaşlarınızdan yardım alın.
- ✓ Yine de iyi bir başlangıç yaptım. En azından ne yapmam gerektiğini biliyorum.
- ✓ Hata yapmak İngilizce öğrenme sürecinin doğal sonucudur ve son derece normal bir durumdur. Hata yapmaktan korkmayın.
- ✓ ..
- ✓ ..
- ✓ ..
- ✓ ..
- ✓ ..
- ✓ ..

APPENDIX- M: AR Writing Assignment (Haynes et al., 2009)

1. Videoda neler anlatıldığını kendi cümlelerinizle özetleyiniz.

2. Sizce başarısızlığın kontrol edilebilir nedenleri var mıdır? Kendi tecrübelerinizden de bahsederek bunların sizin İngilizce çalışmanızı nasıl etkilediğini yazınız.

[illegible]

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.

APPENDIX-N: AR Scenario

Hoca (*Giriş biraz yaşlı ve tecrübeli görünen biri tarafından*)

(*Tek başına ayakta ya da profesyonel bir ortamda oturarak sevecen ve yardımcı olmaya istekli bir tavırla konuşur.*)

Merhabalar. Ben Mustafa Demir. 22 yıldır İngilizce öğretiyorum ve şimdiye kadar sayısız öğrencim oldu. Kimileri başarılı olurken maalesef kimileri iki kelimeyi bile bir araya getiremedi.

Size bir sır vereyim mi? (*Gülümser*) İlk İngilizce öğrenmeye başladığımda ben de pek parlak bir öğrenci değildim. Ne zaman İngilizce dersine girsek sanki karanlık bir odaya girmiş gibi hissederdim kendimi. İlk sınavımın sonucunu duymak bile istemezsiniz. Hele de sınavlarda... Az bakınmadım sağa sola yardım için ama nafi.

Çalışmam gerektiğini biliyordum ama kelimeleri bir türlü aklımda tutamıyordum. Hal öyle olunca da denilenlerin, okuduklarımdan hiç biri benim için bir anlam ifade etmiyordu.

Öğretmenim durumu fark etmiş olacak ki imdadıma yetişti. Kelime kartları hazırlamamı, kelimelere hikâyeler uydurmamı söyledi. Hiç umudum olmamasına rağmen, e kaybedecek bi şeyim de olmadığından denedim.

(*kısa bir süre duraksar*)

Kelimeleri öğrenmek artık benim için oyun gibiydi. Sonra kendim de bir şeyler denedikçe sorunlarım daha kolay çözülmeye başladı. Hatta bakın şimdi bu video ile sizlere yardımcı olmaya çalışan bir İngilizce Hocasıyım.

Beni bir kenara bırakalım da size şu bi türlü başarılı olamayan öğrencilerimden bahsedeyim biraz.

Bundan birkaç sene öncesinde Kayra diye bir öğrencim vardı... Sevimli, sosyal ve diğer derslerinde oldukça başarılı olan bir öğrenciydi.

Ama benim dersimde... (*Kafasını iki yana sallar – aman aman anlamında- ve vurguyu arttırmak için son kelimeyi uzatır*)

Kendine hiç mi hiç güvenmiyordu. Benim dile yeteneğim yok hocam der dururdu. Annemin de yok. Babamın da yok diyordu. Dil yeteneğini şeker, kalp hastalığı falan gibi genetik zannediyordu (*Güler*) İlk dönem sonunda notunu F görünce epey bir afalladı.

İkinci dönemde önce ona anne ve babamın hatta kardeşlerimin hiç birinin İngilizce bilmediğini ama benim İngilizce öğretmeni olduğumu söyledim. Yeteneksizlik diye ardına sığındığı şeyin aslında yeterince çalışmamak olduğunu anlaması öyle çok da uzun sürmedi neyse ki... (*Duraksar*)

(*Tane tane, vurgularcasına konuşur*) Derslere katılmaya hatta ödev yapmaya başladı sonrasında Kayra. Yapabildiğini gördükçe de hırslandı.

İlk dönem F olan İngilizce notunu B yapmayı bile başardı ikinci dönem. Hatta şuan eğitim dili İngilizce olan bir üniversitede master yapmanın haklı gururunu yaşıyor. Atalarımız boşa dememişler işleyen demir ışıldar diye. (*Duraksar, gülümser*)

Ha bir de Demet'ten bahsetmeliyim sanırım. Demet'e sorsan en şansız öğrenciydi. Tüm sorular nedense hep onun görmediği, haberinin olmadığı yerlerden çıkıyordu. Haa bir de ben çok kötü bir öğretmendir. (*Gülümser*)

Çok düşük not aldığı ikinci sınavından sonra yanıma çağırdım. Neden yine düşük aldığını değerlendirebilelim diye. Epey bi konuştuk. E zaten ben hep bilmediği yerlerden falan soruyordum sınavlarda. Falan filan... Konuşma ilerledikçe anladık ki Demet aslında sınava çalışmayı hep erteliyor sonra da ha babam ilk konuları çalışıp duruyor... Konuşmamızdan sonra hırs yapıp bütün konuları düzenli çalışmaya başlayınca o dillere destan şansızlığı ortadan kalkıverdi. Bütün sorular hep çalıştığı yerlerden gelmeye başlamıştı birden. Bu arada ben de öle kötü bir öğretmen değilmişim sanırım. (*Gülümser*)

(*Vurgulu bir şekilde*) Yani demek istediğim şu ki siz istedikten sonra yapamayacağınız bir şey yok.

Yapılan çalışmalar da zaten bunu gösteriyor. Yani başarılarının kontrolünün kendisinde olduğuna inanan öğrenciler tersini düşünen öğrencilere göre daha başarılı oluyorlar.

Uzun lafın kisası, aslında İngilizce öğreniminde ve sınavlarındaki her türlü başarınız sizin, sadece ve sadece sizin kontrolünüzde. (*Altı çizili kısım oldukça vurgulu*)

Kayra ve Demet'i benden dinlediniz gelin şimdi de Ayşe ve Mert'e kulak verelim. Onların İngilizce öğrenme ile ilgili maceralarını bir dinleyelim. (*Gülümser*)

Students ' Part:

(*Bir kız bir de erkek öğrenci küçük bir masa etrafında ya da bir koltukta oturuyorlardır. Belki önlerinde ya da yanlarında kitapları da olabilir. Kitaplık önünde de olur, çalışma masasında da.)*

A: Merhaba ben Ayşe.

M: Merhaba ben de Mert.

(Ayşe ve Mert ekranda ikisinin de yüzü görünecek şekilde) Duyduk ki İngilizce ve midterm ler konusunda biraz zorlanıyormuşsunuz.

(*İkisi birden gülerler*)

M: Hangimiz zorlanmadık ki. Bugün Mustafa Hoca sizlerle hazırlık döneminde neler yaşadığımızı paylaşmamızı istedi bizden. Sen başla istersen Ayşe?

A: Tabi. Şu anda Bilgisayar mühendisliği bölümünde birinci sınıf öğrencisiyim ve sizin oturduğunuz sıralardan, hazırlandığınız Proficiency'den Eylül 2016 da geçip gelmiş biriyim.(kameraya doğru söyler)

(Bundan sonra 2 öğrenci göz kontağı kurarak konuşur.)

M: Sen hazırlığa hangi seviyeden başlamıştın Ayşe?

A: Hazırlık eğitimine beginner olarak başladım. Mühendis olmak, bilgisayarlarla uğraşmak için İngilizceye ihtiyacım yok diye düşünüyordum. Sonuçta dil insanlarla anlaşmak içindi. *(Güler biraz duraksar ve devam eder)* .İlk yılımı beginner olarak başladım Pin olarak bitirdim.

M: Haziran'da Proficiency'ye girdin mi peki?

A: Evet.Ama midterm notlarım oldukça düşüktü.Çok zor puan toplayabilmişim. Haziran'daki proficiency sınavında da ne yazık ki başarılı olamadım. Bayaaa bir kızmıştım. *(güler)* Bir sene okula gelmişim ama sonuçta kalmıştım. *(yüzünde hayal kırıklığı ifadesi vardır)*

M: Peki sence senin durumunda sorun neydi?

A: Diğer birçok öğrenci gibi, eğitim sistemini, üniversiteyi, hocaları suçladım ben de...ve dile yeteneğim olmadığını düşündüm..

M: Hemen hepimizin yaptığı gibi gerçekten de. Eeee... Peki bir sonuca ulaşabildin mi?

A: Tüm bu düşünceler beni İngilizceden ve genel anlamda eğitimden iyice soğuttu. Okul değiştirmeyi düşünmeler vs vs. Hatta tüm bunlar yüzünden Ağustos Proficiency sonucum Haziran'dan bile daha düşüktü.

M: Hmm ...

A: Sanırım ilk sene biraz da kaybolmuştum. İlk başlarda ailemi ve lise arkadaşlarımı çok özölüyordum. Burada herşey yepyeni idi. Bir süre bu geçmişe özleminden kurtulamadım, adapte olamayıp dersleri baştan savsakladım doğrusu. Sonraları ise okula uyum sağladım fakat derslere diil. Evet üniversiteye gelmişim ama okula gelmek arkadaşlarla takılmak, derste oturmak yeterli gibi gelmişti bana nedense...

M: Tam anlamadım biraz açıklar mısın?

A: Baya işte. Okula geliyordum ama bu daha çok teneffüsler içindi sanki... *(Güler)*

M: Ders çalışıyor muydun peki?

A: Çalışmıyordum ya da midtermlerden birkaç gün önce biraz.

M: Peki ödevler portfolyolar, pop quizler?

A: Portfolio notum ilk sene boyunca hep kötüydü, pop quizler ise haberli olsa bile pek iç açıcı değildi, hep 50 civarı notlar alıyordum bazen 60 küsur.. .

M: Tüm bunlara bakınca sence başaramaman neden kaynaklanıyordu gerçekten?

A: Sorun eğitim sisteminden, üniversiteden ya da sınav zorluğundan kaynaklanıyor olsaydı ilk düşündüğüm gibi hiç kimsenin başarılı olmaması gerekiyordu. Hocalarla da ilgili olmadığı açık çünkü onlarca hoca ve yüzlerce öğrenci var. Kimisi başarılı oluyor kimisi ise maalesef başarısız. Dil yeteneği o kadar da etkili olsaydı ,diyebiliriz ki ODTÜ ye gelen öğrencilerin büyük bir kısmı İngilizce’de başarısız olurdu çünkü bence herkeste yetenek yok. Geriye sarf ettiğim çaba ve çalışma tarzım kalıyor...

(Biraz duraksar, düşünür)

Yaz tatili süresince sorguladım; ne yanlış gitti diye düşündüm. Kızgınlığım geçince sorunun ipleri ele almamamdan kaynaklandığını farkettim(vurgu yaparak) . Oysa her şeyin kontrolünü ele alabilirdim. başarılı olmak benim elimdeydi.

İlk sene kaldıktan ve Repeat olduktan sonra, önce düşünce tarzımı değiştirdim. Her şeyin kendi kontrolümde olduğuna inandım. Başarılı olmak ve İngilizce öğrenmek için çaba sarf ettim. Çalışma tarzımı da değiştirdim. Artık sınavlardan bir gün önce çalışmıyordum. Tekrarlarımı günü gününe yaptım. Bir plan yapmıştım kendime. Vaktimi boşa harcamıyordum. Öyle günü gününe çalışmak sandığım gibi zor da değildi. Günde sadece bir iki saatimi derse ayırarak sosyal hayatımı da oldukça devam ettirebiliyordum. Günü gününe çalışmak hocaları takip etmemi ve anlatacakları bir sonraki konuyu kavramamı da daha kolay hale getirdi. Başarısız olduğum sınavlarda da daha gerçekçiydim, ne yanlış gitmişti diye sorgularken. Genel olarak sınavlarımdan iyi notlar aldım. O kadar ki Midterm ortalamam 80 i buldu.

M: Bu değişiklik notların dışında da etkili oldu mu peki?

A: Öncelikle çok daha pozitif biri haline geldim. Hayatımın ve eğitimimin kendi elimde olduğu hissi kendime olan inancımı kuvvetlendirdi. (Hocalarım ve arkadaşlarım tarafından takdir edilir hale geldim .Hatta ikinci yılın ilk döneminde ödev yapma oranı en yüksek öğrenci olduğumdan ve derslere tam anlamıyla katıldığımdan hocalarım tarafından da sevilirdim. Herkes bana geliyor sorularını soruyordu, writinglerini gösteriyorlardı. Bu da çok hoşuma gitmeye başlamıştı elbet(*Güler*)

M: Peki sonra?

A: İkinci yılımda çalışmaya başladım. Repeat olduğum senenin sonunda 80 ortalamayı tutturmayı da başardım hatta daha fazlasını. Yanlış hatırlamıyorsan 82 gibi bir şeydi. (*Gururla gülümser*) Haziran da Proficinecy ‘ye girdim ve başarılı oldum. Bölümüne başladım. Şimdi hazırlıkta uyguladığım taktiği bölümde de uyguluyorum. Her şeyin benim kontrolümde olduğunu biliyorum. Çaba sarf ediyorum. Doğru stratejiler kullanıyorum. Her

şeyi sınavdan bir gece önceye bırakıp ne stres oluyorum ne de düşük not alıyorum -Çok daha bilinçliyim.

A: Peki sen Mert? Senin hazırlık dönemini dinleyelim bir de.

B: Ben de hazırlık sınıfına elementary öğrencisi olarak başladım. İngilizce seviyemin fena olmadığını sanıyordum, nasıl olsa 2. Dönem Inter olacaktım... Kendime güveniyordum. Derslere gelmem yeterli diye düşündüm.

(*biraz utana sıkıla*) Hatta doğruyu söylemek gerekirse derslerin de çoğuna da katılmadım. Devamsızlığımı 1.vizeye kadar neredeyse sonuna kadar kullandım. Şansımın bana yardım edeceğini, midtermlerin zaten iyi geçeceğimi düşünmüştüm. Sonuç olarak döneme başlarken proficiency den bile hali hazırda 55 almıştım. Sınavı tanımadan bunu alıyorsam dönem içinde başarılı olurum zaten diye düşündüm, bir de herkes buna benzer şeyler söylüyordu. “Yaparsın oğlum senin İngilizcen zaten fena değilmiş.” falan.. .

A: Peki başarılı oldun mu?

M: Maalesef hayır. Çok güvendiğim İngilizcem ve şansım beni yarı yolda bıraktı. Hazırlıktaki midtermler lisedeki sınavlara benzemiyordu. Lise kolaydı ama üniversite bildiğinin üzerine bir şeyler katmanı ve kendi başına ekstradan çalışmayı gerektiriyordu.

A: Sen nasıl bir değişikliğe gittin peki?

M: Çalışmadığımın, çaba sarf etmediğimin zaten farkındaydım. Ama ilk önce ben yine de bahaneler ardına sığındım, sınavda kendimi iyi hissetmediğimi ya da yeterince konsantre olamadığımı düşünüyordum ve bunlara hiçbir çözüm aramıyordum. Midterm notlarım da zaten gerçekten çalışmadığımı destekler düzeydeydi. Mesela ilk midtermden 53 almıştım⊗ Benim asıl hatam İngilizceme gereğinden fazla güvenmem ve şansımın yaver gideceğini düşünmemdi. Çünkü o sınava kadar hep öyle olmuştu.

A: Peki sonra ne yaptın?

M: Tabi bu işin böyle gitmemesi gerektiğini anladım. İlk başlarda zaman kaybı olarak düşündüğüm SAC (Self access center) a daha çok gitmeye başladım. Haftada iki kere derslerden sonra birkaç arkadaş SAC de toplandık. Bazı günler konu tekrarı yaptık. Birbirimizin sorularını yanıtladık. Bazı günler soru çözdük hep birlikte. Sınava yaklaştığımızda da deneme sınavları, eski midtermleri, pop quizleri çözdük. Birbirimizin writinglerine dönüt verdik. Beraber çalışmak çok eğlenceliydi. Aralarda da geyik yapıyorduk☺

A: Peki hocalardan hiç destek almadın mı?

M: Aldım tabi ki. İkinci vize açıklanana kadar hocamla ders dışında görüşmedim çünkü ihtiyacımın olmadığını düşünüyordum. Bana göre anlattıkları ya da anlatacakları şeyleri zaten biliyordum ya da kendi kendime halledebilirdim. Ama özellikle de 2. Vize notları açıklandıktan sonra hocamın ofis saatlerine, yetmedi başka hocaların birebir yardımcı oldukları tutorial saatlerine bile katıldım. (gülür)

Çözemediğim soruları, anlamadığım konuları ya da bazen sadece kaygılarımı paylaşmak için görüştüm hepsiyle. Bu arada self-access'e ilk başlarda uğramayan ben , sonra yavaş yavaş topluluk buluşmalarının olmadığı günlerde bireysel olarak da gittim. Yurtta çalışmaktan daha verimli olduğunu düşünüyorum. Ayrıca orada da sürekli yardım alabileceğimiz bir hocanın olması da büyük avantaj.Bazense ODTÜ kütüphanede çalıştım,sonuçta daha konsantre olabiliyordum orada, hatta orada çalışmam bence sınav sırasında bile daha kolay odaklanmamı sağlıyor. Şimdi bölümde de aynı şeyi yapıyorum, yani beni kütüphanede bulabilirsin☺.

A: Tüm bunlar hazırlıkta başarıya ulaşmanı sağladı mı?

B: Fazlasıyla. Midtermlerden 70 puan topladım,ilk vizeden ötürü☺ yani daha da yüksek toplşyabilirdim. Sonuçta Haziranda Proftan 83 puan aldım☺ Kendimle gurur duydum. Kendi başarıımı kendim elde etmiştim. Çalışarak, kontrolü ele alarak... Kendimi ödüllendirdim. Yazın Kanada'ya dil okuluna gittim. Hem İngilizcemi geliştirdim hem de başarıımı kutladım. Şimdi midtermler ve proficiency için nasıl çalışıp çabaladıysam bölüm derslerim için de aynı şekilde çabalıyorum. Hiçbir dersimden kalmadım. Java ve C++ [si plas plas] da bunlara dahil.

A: Bundan sonraki hedefin ne?

M: Öncelikle ERASMUS la yurtdışındaki bir üniversiteye bir dönem gitmek istiyorum. Hem İngilizcem, hem bölümüm için, hem de yeni bir kültür tanımak için bence çok iyi olacak. Not ortalamamı yüksek tutabilirsem eğer mezun olduktan sonra ise, yüksek lisansımı tamamlayıp, iyi ve köklü bir firmada çalışmayı planlıyorum. Seçmek istiyorum. Seçilmek değil ya da diğerlerinden arta kalan firmaları değil.

APPENDIX- O: English Strategy Handout

İNGİLİZCE ÖĞRENME STRATEJİLERİ:

Aşağıda belirtilen 4 beceri ve 2 önemli dil ögesi hakkında düşünerek, her biri için nasıl stratejiler geliştirebileceğinizi ilgili kutucuğa grup halinde yazınız.

READING	WRITING
SPEAKING	LISTENING

VOCABULARY	GRAMMAR
	

APPENDIX- P: Goal Orientation Handout

İngilizce öğrenmeye dair hedeflerinizi yazınız:

Bu ay için hedeflerim:

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Bu dönem için hedeflerim

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Önümdeki 5 yıl için hedeflerim

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Önümüzdeki 10 yıl için hedeflerim:

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APPENDIX-R: Evaluation of The Goals

Aşağıdaki kriterlere göre hedeflerinizin ne kadar net olduğunu ve hedefinize ne kadar yakın olduğunuzu belirleyiniz. Bunun için eğer kriterlere uygun ise her kutucuğa bir çarpı atınız.

İngilizce öğrenmeye dair hedeflerinizi yazınız:

	Evet	Hayır
ÖZEL/SPEŞİFİK		
ÖLÇÜLEBİLİR/SINIRLI		
ULAŞILABİLİR		
GEÇERLİ/İŞE YARAR		
ZAMANA BAĞLI		

Bu ay için hedeflerim:

	Evet	Hayır
ÖZEL/SPEŞİFİK		
ÖLÇÜLEBİLİR/SINIRLI		
ULAŞILABİLİR		
GEÇERLİ/İŞE YARAR		
ZAMANA BAĞLI		

Bu dönem için hedeflerim

	Evet	Hayır
ÖZEL/SPEŞİFİK		
ÖLÇÜLEBİLİR/SINIRLI		
ULAŞILABİLİR		
GEÇERLİ/İŞE YARAR		
ZAMANA BAĞLI		

Önümdeki 5 yıl için hedeflerim

	Evet	Hayır
ÖZEL/SPEŞİFİK		
ÖLÇÜLEBİLİR/SINIRLI		
ULAŞILABİLİR		
GEÇERLİ/İŞE YARAR		
ZAMANA BAĞLI		

Önümüzdeki 10 yıl için hedeflerim:

	Evet	Hayır
ÖZEL/SPEŞİFİK		
ÖLÇÜLEBİLİR/SINIRLI		
ULAŞILABİLİR		
GEÇERLİ/İŞE YARAR		
ZAMANA BAĞLI		

APPENDIX- S: Goal Setting Handout (Hadfield & Dörnyei, 2013)

Bu hafta başarmayı umduklarım:

Bu hafta sınıfta şunları yapmayı hedefliyoruz:

Ödev olarak şunları yapacağız:

Kendi çalışmalarım için şunları yapacağım:

Bunları nasıl yapabileceğim:

	Pazartesi	Salı	Çarşamba	Perşembe	Cuma	Cumartesi	Pazar
Sınıf çalışmalarımız							
Ödevler							
Self-Study							

İmza:

Tanık olan:

Kontrol Tarihi ve imza:

APPENDIX- T: Vision Training Plot

Imagery script 1:Şimdi gözlerinizi kapatmanızı istiyorum. Biraz da dinlenme ve hayatınızda olabilecek olan olumlu deneyimler için düşünme zamanı. Şimdi derin bir nefes almanızı ve yavaşça bırakmanızı rica ediyorum.

Şimdi öyle bir yer ve durum hayal et ki, içinde İngilizce'yi çok iyi kullanıyorsun. İstediğin herhangi bir şey olabilir. Mesela sınıfta kendine güvenli bir şekilde sunum yapıyorsunuz. Ya da bir yabancı ile İngilizce'yi çok akıcı bir şekilde konuşuyorsun, hatta şakalaşıyorsun. Ya da sınıfta öyle bir "paragraf" yazıyorsun ki...çok başarılı. ..Kendine güvenli hissediyorsun, ve bu çok iyi hissettiğin bir dakika... Çok güvenli hissediyorsun...Çok mutlu...Etrafına bir bak lütfen,ne görüyorsun? Lütfen herşeye dikattlice bak,mesela etrafındaki kişilere, arkadaşlarına, öğretmenine, meslektaşlarına, sana ne diyorlar? Seni takdir ediyorlar,çok başarılıydın, çok iyi bir performanstı gerçekten. Senin bu performansından ötürü çok memnunar, ve hayranlar.Lütfen bu duyguyu içinde hisset. Duy, gör ve hisset lütfen.

Şimdi 3 e kadar sayacağım. Bittiğinde, şimdiye dön ve gözlerini aç.ben bitirmeden lütfen açma. 1,2,3.

Imagery script 2

Şimdi yine gözlerini kapatmanı istiyorum. Bundan 10 yıl sonrasını hayal et lütfen. Neredesin bir düşün, ODTÜ den mezun olmuş, işe başlamış olabilirsin ya da yükselkansınız devam ediyor olabilir, yada her 2 si birden.Kendinizi görebildin mi nasılsınız? Ne giymişsin? Nasıl birisin? Neredesin?

Belki yurtdışındasın? Belki de uluslararası bir şirkette.Bir binadasınız. Yeni,camları parlak güzel birbina.Burası senin işyerin olmalı ya da okulun. Binadan içeri girdin, ofisine giden koridarda yürüyorsun, ve kapıyı açıp masana oturdun. birtakım insan sesleri geliyor koridordan duyuyor musunuz? İngilizce konuşuluyor, sanırım bir kısmı yabancı. Bir kısmı türk . aksanlarından belli.

Neyse... sen işine bakmaya karar verdin, o sırada kapı çaldı ve bir meslektaşın sana önemli bir dosya getirdi, arkadaşın muhtemelen yabancı ve ikiniz beraber bu getirdiği dosya hakkında İngilizce konuşmaya başladınız, hangi kısımları olmuş hangi kısımlarını düzeltmeli diye kafa yordunuz. Tartışırken bir yandan da kendi bilgisayarına bu noktaları not alıyordun,İngilizce olarak. Birden şöyle düşündün: "Bu iş gerçekten çok eğlenceli, ve değerli" ve sonra kendi kendine dedin ki başka ülkelerden insanlarla beraber çalışmak nasıl da ufkumu genişletti. Çok mutlusun, ve üniversitede verdiği karardan çok memnunsun. Şimdi 3 e kadar sayacağım, lütfen bu odaya geri dön...

APPENDIX-U: Vision Training Handout

Aktivite 1: Ne hissettiniz hemen kısaca not ediniz.

En son şu duyguları hissettim:

.....

.....

Aktivite 2:Lütfen bu dinletiden sonra aşağıya İngilizce öğrenmeye dair umutlarınızı not ediniz.

Kendiniz için İngilizce'ye dair umutlarınız	İngilizce öğrenene olarak umutlarınız	Çalışan olarak İngilizce'ye dair umutlarınız

Aktivite 3: Lütfen aşağıdaki soruları partnerinizle paylaşınız.

Şimdi İngilizce öğrenmeye yönelik hedefleriniz hakkında neler düşünüyorsunuz?

Hedefinize yakın mısınız sizce?

Hedefinize yaklaşmak için bu dönem neler yapıyorsunuz?

APPENDIX-V: Ought-To-Self Exercise

Sizden beklenen?	Benim hedeflerim için	Ailem için	Hocam için	(Sınıf) arkadaşlarım için
Olabildiğince derslere gitmek				
Ödevlerini düzenli yapmak				
Sınavlar için çok çalışmak				
Kelime öğrenmek için zaman harcamak				
Grammer konularını öğrenmek için zaman harcamak				
Tekrar için zaman harcamak				
Sınıfta İngilizce konuşmak				
Sınıfta dersi dikkatli dinlemek				
Sınıf dışında da okuma ve dinleme yapmak				

Elimden gelenin eniyisini yapmak				
ODTÜ'yü bitirmek				
İyi bir İngilizce'ye sahip olmak				
İngilizce yoluyla yi bir eğitim sahibi olmak				
Hazırlığı sene kaybı olmadan Haziran'da tamamlamak				

APPENDIX-W: The Evaluation Questionnaire for the AR Sessions

Session No:

1. Semineri hangi yönlerden faydalı buldunuz?

2. Bu seminerin işlevsel olmadığını düşündüğünüz yönlerini geliştirmek adına neler önerirsiniz?

Seminere ilişkin görüşlerinizi ilgili rakamı işaretleyerek belirtiniz. Eğer verilen ifade seminer kapsamında yer almıyorsa “0-Uygun Değil” kutucuğunu işaretleyiniz.

	Kesinlikle Katılıyorum	Katılıyorum	Kısmen Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum	Uygun Değil
Seminer içeriği ilgi çekiciydi.	5	4	3	2	1	0
Seminer süresi yeterliydi	5	4	3	2	1	0
Seminerde yeterli düzeyde uygulama yapıldı veya örnekler verildi.	5	4	3	2	1	0
Seminer ilgi ve ihtiyacıma uygundu.	5	4	3	2	1	0
Genel olarak seminer iyiydi.	5	4	3	2	1	0

APPENDIX -X: Sample Interview Transcript

R: Merhaba Canan, İngilizce öğrenme konusunda ne kadar başarılı buluyorsun kendini diye sormuşum ben, sende yeterli çalışmadığım için tam anlamıyla başarılı değilim, her şey çalışmaktan geçiyor demişsin. 1-10 arası kendine not versen kaç veririsin

Canan: 6

R: Neden

Canan: Son dönemler çok çalışmıyorum, yani bir kopma noktam oldu şu an başladım şey yapıyorum ama işte dış etkenler, insanlar falan...

R: Kontrol edemiyor musun o etkenleri?

Canan: Ya ettim aslında biraz hani onu fark ettim bilmiyorum..

Arkadaşların falan mı çağırıyor?

Canan: Hem o hem de böyle bir sinirimi bozan şeyler olabiliyor hani etkiliyor

Peki, Midterm 1 üzerine ne düşünüyorsun demişim bunu yüzlerce defa sordum, detaya girmeyeceğim sadece çok kolaydı, düşük bir puan alıp bayağı hırslanmıştım, İkinci Midterm için demişsin. Sebep sordum, 1. ci Midterm e, yeterli çalışmadım kelime eksikliği, zaten bunları biliyorum diye düşündüm arkadaşlarımla çok zaman geçirdim, ders çalışmak hep ikinci planda kaldı. Şimdi birden fazla sebep söylemişsin ya hangisi daha baskın.

Canan: Çok kolay olacağını düşündüm, hepimiz öyle düşündük, kendim aslında arkadaş çevresi diyoruz ya aslında kendimle alakalı biraz hani. Zaten yaparım dedim son dakikaya işte yetişmeyebilir. Son bir hafta özellikle bugün çalışacağım, şu gün çalışacağım ertesi gün çalışacağım, son dakika oldu gece diyorum ki hala çalışacağım çalışacağım artık bitti hani.

Peki ikinci, üçüncü Midterm, üçüncü daha olmadı ama hani ikincide ne yaptın?

Canan: İkinci Midterm de evet daha böyle hani sıkı çalıştım ama yine mesela istediğim gibi şey yapmadım onu artık kabul edebiliyorum. Şu an diyorum ki işte keşke günde 5 tane reading yapsaydım falan hani. Ordan hep kelime geliyor bilmem ne bir de hep şeylerin arasında kalıyorum bunu önceden de söylemiştim başka mesela MTR 1 den işte kafama göre bir reading açsam, oradaki kelimeler bana ne kadar faydalı olacak falan, boşuna mı kafamı yoracağım ama aslında illa faydası oluyor yani.

APPENDIX-Y: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

29 Haziran 2016

Sayı : 35853172/ 433 - 2684

EĞİTİM BİLİMLERİ ENSTİTÜ MÜDÜRLÜĞÜNE

İlgi: 16.08.2016 tarih ve 2016 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencilerinden Sibel ÇAĞATAY'ın Doç. Dr. İsmail Hakkı ERTEN danışmanlığında hazırladığı "Başarı Yükleme Eğitiminin Dil Öğrenenlerin Yükleme Algıları, Gelecek Benlikleri, Motive Çaba ve Davranışları Üzerine Etkisi" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun 23 Ağustos 2016 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

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0 (312) 305 1008

APPENDIX -Z: Declaration of Ethical Conduct

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I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

28/06/2018

Sibel ÇAĞATAY

APPENDIX-AA: Dissertation Originality Report

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28/06/2018

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of English Language Teaching

Thesis Title : The Effectiveness Of Attribution Retraining On Language Learners'
Attributions, Future Self-Guides And Motivated Behaviour, Effort

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Sibel ÇAĞATAY
Student No.: N12244815
Department: English Language Teaching
Program: Foreign Language Teaching
Status: ☐ Masters ☒ Ph.D. ☐ Integrated Ph.D.

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ADVISOR APPROVAL

APPROVED
Prof. Dr. İsmail Hakkı Erten



APPENDIX-AB: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

APPENDIX-AB: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversite'ye verilen kullanım hakları dışındaki bütün fikrî mülkiyet haklarım bende kalacak, tezimin tamamının veya bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinleri yazılı izin alarak kullandığımı ve istenildiğinde suretlerini Üniversite'ye teslim etmeyi taahhüt ederim.

☐ Tezimin/Raporumun tamamı dünya çapında erişime açılabilir ve bir kısmı veya tamamının fotokopisi alınabilir.

(Bu seçenekle teziniz arama motorlarında indekslenebilecek, daha sonra tezinizin erişim statüsünün değiştirilmesini talep etmeniz ve kütüphane bu talebinizi yerine getirirse bile, teziniz arama motorlarının ön belleklerinde kalmaya devam edebilecektir)

☒ Tezimin/Raporumun 21.07.2019 tarihine kadar erişime açılmasını ve fotokopi alınmasını (İç Kapak, Özet, İçindekiler ve Kaynakça hariç) istemiyorum.

(Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir, kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisi alınabilir).

☐ Tezimin/Raporumun tarihine kadar erişime açılmasını istemiyorum ancak kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisinin alınmasını onaylıyorum.

☐	Serbest	Seçenek/Yazarın	Seçimi:
.....			
.....			
.....			

28/06/2018
SİBEL ÇAĞATAY

